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ABSTRACT

This study covers the 15 members of the European Union and the 2 EFTA/EEA countries that participate in EURYDICE (the Education Information Network in the European Union and the EFTA countries in the European Economic Area). An executive summary covers the main points of the study: (1) organization of inservice teacher training; (2) qualifying training (sometimes called additional training); and (3) the content and practice of inservice training. Tables summarize data on: implementation of inservice training, main features of training in each participant country, budgets, teacher participation in training schemes, and qualifying training. Individual chapters on each of the 15 countries address the following: initial teacher training; and inservice training of teachers, including legislation and aims, authorities involved in provision, right to inservice training, qualifying training and evaluation, inservice training establishments and trainers, form and content of training, inservice training and teacher mobility, statistics, and current debates and trends concerning reform. Countries covered are: Belgium (French and Flemish communities), Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, The Netherlands, Austria, Portugal, Finland, Sweden, United Kingdom (England and Wales, Northern Ireland, Scotland), Iceland, and Norway. Legislative and other texts currently regulating inservice teacher training are listed in the appendix, along with the agencies responsible for the national contributions. (Contains 15 references.) (ND)

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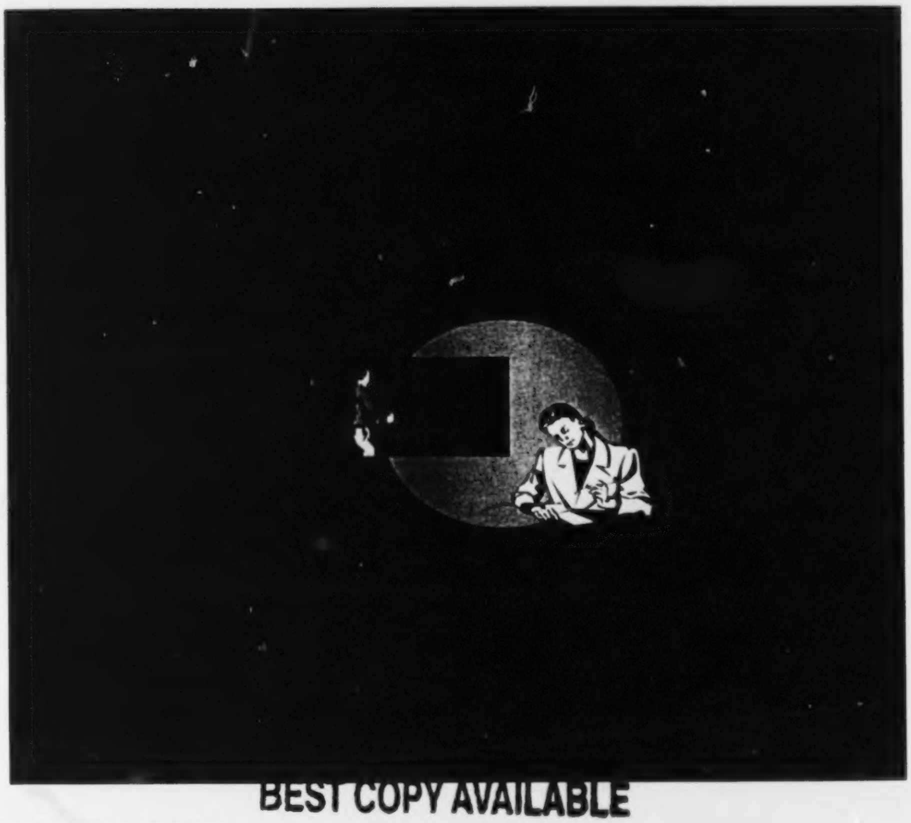
EURYDICE

# IN-SERVICE TRAINING OF TEACHERS IN THE EUROPEAN UNION AND THE EFTA/EEA COUNTRIES



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**EURYDICE**
**The Education Information Network**
**in the European Union and the**
**EFTA/EEA Countries**

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EURYDICE

# IN-SERVICE TRAINING OF TEACHERS

# IN THE EUROPEAN UNION AND THE EFTA/EEA COUNTRIES

**EURYDICE**
**The Education Information Network**
**in the European Union and the EFTA/EEA Countries**

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**EURYDICE European Unit**
**Rue d'Arlon 15**
**B - 1040 Brussels**

Tel. 32-2-238.30.11
Fax 32-2-230.65.62

# FOREWORD

Since 1985, the Commission has been actively addressing the question of in-service teacher training, carrying out a series of actions initially based on visits and discussions with national experts in each Member State. The results of these actions were presented at the Council of Ministers meeting of 14 May 1987 and led to the adoption of Conclusions inviting the Commission to promote developments in this field in the Member States[1]. The Commission communicated to the Education Committee its intention to continue discussion of this question by organizing a summer university in Madrid in July 1987. This was followed by a second visit to Member State capitals by the two experts who prepared the first study. Between March and June 1988, 12 case studies were drafted and finally a seminar was held at Thessaloniki from 10 to 12 November 1988. These various activities were described in a summary document published in January 1989[2].

Since then, six years have passed. In view of the relatively recent tradition of in-service teacher training and the tremendous growth in demand in this area, the then Task Force Human Resources of the Commission decided that it would be useful to prepare an updated overview of in-service teacher training in the Member States of the European Union. The EURYDICE European Unit was commissioned to prepare such a study, which has been extended to include the EFTA countries in the European Economic Area.

To facilitate this task, the National Units of EURYDICE, including those recently set up in the EFTA/EEA countries, were asked to supply information and resource material.

The present document also draws on previous reports published at European level and on recent studies, articles, reviews and conference proceedings on the subject. The purpose of this summary report is to facilitate discussion amongst those at various levels interested in the development of the teaching profession.

The EURYDICE European Unit, which coordinated this study and which is, is particular, responsible for the executive summary, would like to express its sincere thanks to the National Units of the EURYDICE Network for their contribution to the preparation of the national summaries.

Luce Pépin
Director of the EURYDICE European Unit
January 1995

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[1] Conclusion of the Council and of the Ministers of Education meeting within the Council of 14 May 1987.

[2] Commission of the European Communities. Analysis of in-service teacher training strategies in Member Countries of the EC - January 1989 - 109 p.

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# INTRODUCTION

## Background

Probably no period of time since the Second World War has been confronted with as many challenges as are now facing the final decade of this century and, with it, the professional life of teachers. Today we can look forward to growing linguistic, ethnic, economic, social and cultural diversity; a resurgence of poverty; increasing violence in schools; and persistently high levels of unemployment. All Member States are concerned to provide an education which will protect children from the threat of unemployment and give national and regional economies the advantage in an increasingly competitive environment.

In this context, it is understandable that the Member States are examining the ability of their education systems to provide education of quality, in terms both of overall results and of individual pupil performance (Leclercq, 1988). Schools can no longer be viewed as ivory towers, and the growing diversity of the school population requires teachers - in the exercice of their profession - to shift the emphasis from teaching to a type of learning which is based on the pupil's own intellectual activity (Meirieu, 1993). It follows that teacher training, upon which the quality of education hinges, should now be re-examined.

The 1950s was a period of reform in many European countries, resulting in longer periods of compulsory education, the democratization of education, and reform of the structures of compulsory education, while the years between 1975 and 1985 saw two major trends in the development of teacher training (Neave, 1990). It became necessary to consolidate the reforms undertaken earlier and to reassess educational priorities in the light of the increasing rate of technological and other changes in society. The organization of in-service training was a response to these two increasingly urgent concerns. At the same time, education appeared essential to economic development and the appearance of a new critical dimension led to the birth of what became known as continuing education and "lifelong learning".

## Definitions

By 1986, the idea that one period of initial training could be sufficient for an entire career already seemed outdated in the field of education (V. Blackburn, C. Moisan, 1988). In-service training was no longer seen as a remedy for deficiencies in initial training, but was already beginning to be considered as a long-term process and a part of continuing education. Today, this concept is fully recognized and has also become more complex. Within this process of lifelong learning, some countries (Germany, Norway and Iceland, for example) distinguish between:

- continuing training, which - aimed mainly at updating and furthering the knowledge acquired during initial training - serves to refresh and upgrade professional skills; and

- additional training, which, by providing new skills certified by new diplomas, gives teachers the possibility of changing direction within the profession.

In some countries, both these types of training are brought together under the terms "continuing training", "in-service training" or "advanced training". Others use the term "qualifying training" for additional training. These differences in terminology reflect varying traditions and conceptions, the exact meaning of which is sometimes difficult to pinpoint. This study focuses mainly on in-service training. Some aspects of additional training are, however, covered in the section entitled "qualifying training" if they concern types of training with similar objectives, whether they are known as additional, in-service or qualifying training.

Within the context of the training concept upon which this study will concentrate, in-service training may be defined as **a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach** (Perron, 1991).

Today's emphasis on processes serves to set in-service training apart from mere retraining. In-service training also enables teachers to meet their personal as well as their professional needs and encourages the development of autonomy. Viewed in this manner, in-service training appears to be able to **"professionalize" teachers, improve the quality and effectiveness of education systems, promote the mastery of technical and scientific advances and anticipate changes** (Caspare, 1990).

### Objectives of in-service training

All the Member States agree on the need to maintain and, if possible, improve the quality of education and encourage innovation; all are aware of the important contribution which in-service training makes to this aim. It serves as a catalyst for the continuous adjustments which have to be made in dynamic systems. Education systems are clearly no exception.

Just as there is a certain consensus on the definition of in-service training, there is also general agreement concerning the objectives of such training. These may be divided into three categories:

* **Teachers' personal and professional development:**

Member States generally emphasize this objective, which aims at improving professional skills and capacities through:

- updating basic knowledge and teaching and subject skills;
- acquisition of new skills;
- teaching methods for specific subject areas;
- introduction to new methods and materials.

* **Improving the quality of education systems, of the education provided, of schools and of teachers' teaching techniques:**

  This objective is also shared by all the Member States. It enables pedagogical, sociological and psychological components of teachers' skills to be modified by:

  - encouraging interdisciplinarity and the development of teamwork;
  - promoting innovation;
  - training teachers in school- and class-management and problem-solving;
  - implementing pedagogical and educational priorities;
  - developing skills in human relations management.

* **Knowledge of the social and environmental milieu:**

  Not all the Member States include this objective in their concept of in-service training. Those who do attempt to improve interaction between the world of education and society at large by:

  - encouraging relations with business firms;
  - bringing the education and economic systems closer together;
  - encouraging the study of the economic and social factors which influence young people's behaviour; and
  - facilitating adaptation to social and cultural changes.

A variety of approaches are used to meet these objectives. They depend on the country's social, historical and cultural traditions, as these form part of the internal logic, the nature and the special characteristics of each Member State's education system.

## Organization of the study

This study covers the 15 Member States of the European Union and the EFTA/EEA countries which now participate in the Eurydice network. It includes:

- a summary of the structures of in-service training at pre-school, primary and lower and upper secondary levels;
- an overview of in-service training leading to additional qualifications;
- an analysis of all the practices, forms and content of in-service training schemes;
- descriptions of in-service training in each country as well as a tabular presentation of the initial training of teachers.

# EXECUTIVE SUMMARY[3]

## 1. ORGANIZATION OF IN-SERVICE TEACHER TRAINING

In-service training is seen today as an idea which is both old and new. The idea is already old, because it appeared in a number of countries immediately following the war, and in some cases even earlier, and yet new because - in its current form - it is often only slowly becoming established; old again, because it is already necessary to reassess its content in the light of current circumstances, and new because, once the obstacles to its development have been overcome, it is only now that everyone can become involved in making it work effectively. In-service training - a key concept in social dynamics - has become increasingly important in the field of education, thanks to technological advances, the growing demand for quality education, and the continuing economic crisis.

In-service training has gradually been introduced over the course of the last century (Table 1), and has existed in Finland, Sweden and Germany on a voluntary and relatively informal basis since the end of the nineteenth century. It later developed in other countries in a similar manner before becoming more structured. This type of training has often evolved in two stages (Belgium, Netherlands, Austria, Portugal, Spain, Finland, Sweden, Scotland), the first being informal and voluntary and the second more structured, based on legislation and sometimes compulsory participation. In some countries, in-service training was late in starting. Usually in-service training has been provided for all levels of education at the same time (Belgium Flemish Community, Germany, Netherlands, Austria, Portugal, Scotland, Norway). Where in-service training was not established for both primary and secondary levels at the same time, it began formally at primary level (Belgium French Community, Spain, France, Luxembourg), except in the case of Iceland.

This emphasis on in-service training is particularly important, given that the population of working teachers is large and relatively old in a number of states. In 1987, the average age of secondary school teachers in the Netherlands was 39.6 years. In 1988, half the teachers in the *Folkeskole* in Denmark were over 35 and it is projected that, by the year 2000, one quarter of teachers will be between 50 and 60 years old. In 1987, 60% of teachers in Germany were over 40, and in 1990 half the secondary school teachers in France were between 37 and 46 years old (Leclercq, 1993). These indicators cannot be ignored, either in the implementation of innovative policies in education or, more particularly, in the development of in-service training, which must consider the diversification and optimization of existing human resources inside and outside education systems.

The vast majority of the 4 500 000 or so teachers in the European Union, and those in the EFTA countries, have received initial training. The major difficulty which this group faces is tackling the new roles required of it and adapting to changes in society. Given this situation, in-service training programmes have sought to reach a maximum number of teachers in order to attain the critical mass necessary to achieve the desired effects.

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[3] This executive summary is written under the responsibility of the Eurydice European Unit.

## Table 1: Official implementation of in-service training

| Country | Pre-primary | Primary | Lower Secondary | Upper Secondary |
|---|---|---|---|---|
| B (Fr) | 1990<br>informal since 1951 | 1990<br>informal since 1951 | 1993<br>informal since 1951 | 1993<br>informal since 1951 |
| B (Fl) | 1989<br>informal since 1951 | 1989<br>informal since 1951 | 1989<br>informal since 1951 | 1989<br>informal since 1951 |
| DK | | 1987 | 1987 | 1992 |
| D | informal since the beginning of the 20th century | 1947<br>informal since the end of the 19th century | 1947 | 1947 |
| GR | 1972 | 1922 | 1910 | 1910 |
| E | 1958<br>informal since 1952 | 1958<br>informal since 1952 | 1965<br>informal since 1952 | 1969<br>informal since 1952 |
| F | 1971 | 1971 | 1971 | 1971 |
| IRL | | | | |
| I | 1974 | 1974<br>informal since 1950 | 1974 | 1974 |
| L | 1983 | 1983 | 1990/91 | 1990/91 |
| NL | 1976<br>informal since 1945 | 1976<br>informal since 1945 | 1976<br>informal since 1945 | 1976<br>informal since 1945 |
| AT | | 1948<br>informal since the end of the 19th century | 1948<br>informal since the end of the 19th century | 1948<br>informal since the end of the 19th century |
| P | 1989<br>previously informal | 1989<br>previously informal | 1989<br>previously informal | 1989<br>previously informal |
| FI | 1984<br>informal since 1993 | 1971<br>informal since 1894 | 1971<br>informal since 1930 | 1971<br>informal since 1930 |
| SE | | 1962<br>informal since the end of the 19th century | 1962<br>informal since the end of the 19th century | 1970<br>informal since the end of the 19th century |
| UK England, Wales and Northern Ireland | | 1944<br>previously informal | 1944<br>previously informal | 1944<br>previously informal |
| UK Scotland | 1975<br>informal since 1967 | 1975<br>informal since 1967 | 1975<br>informal since 1967 | 1975<br>informal since 1967 |
| ISL | 1973 | 1971<br>organized by the Ministry since 1963 | 1971<br>organized by the Ministry since 1952/53 | 1987<br>previously financed by the Ministry, but run by the teachers assoc. |
| NO | 1973 | 1973 | 1973 | 1973 |

## 1.1. Legislation

The Member States have structured in-service training within a legislative framework. This legislation is usually recent, even where in-service training has existed for a long time. Legislation appears in many and varied forms - decrees, laws, orders, circulars, Ministerial decisions (see table in annex). Some texts cover methods of organization, others objectives. From examination of the texts, it appears that on the one hand the legislation does not always clearly define the outlines of in-service training and on the other hand that this training is still too much subject to change for it to be defined in precise terms.

## 1.2. Structures

A major part of in-service training is currently provided in schools. All the Member States, however, provide in-service training in specialized establishments, sometimes those which also provide initial training. Table 2 below summarizes the most common structural and organizational features of in-service training in each country.

Although the authority ultimately responsible for in-service training often remains a Ministry or official council, there is, nonetheless a tendency to take account of the needs at grass-roots level and to proceed with decentralized planning of in-service training. Since in-service training is an essential channel for communicating national education policies, the Ministries generally define its conceptual framework. Decentralization is the strongest trend, but the degree and level of decentralization - at regional, provincial, local authority or school level - varies considerably.

In certain Member States (Belgium and Italy), the levels of decentralization in the different public and private networks of the state and the Provinces complicate analysis of decentralization by region/Province/local authority. In Member States with a federal structure or autonomous regions, information must be collected at the level of each province or *Land*, and the variety of situations makes it impossible to synthesize these data. In the most decentralized countries, such as Denmark, efforts are being made to introduce a common framework to permit a degree of coordination of the different training bodies.

It is generally non-university institutions which provide in-service teacher training. This fact should be stressed, since the currently trend (according to Archer and Peck 1990, ATEE - Association for Teacher Education in Europe, 1991 and Vaniscotte 1993) is to provide initial teacher training in universities. This emphasis on the professional dimension of in-service training is interesting, but gives rise to the problem of the academic recognition of this type of training.

Some Member States allow training to take place during school time, but not as a general rule; others have opted for compulsory training sessions lasting several days (Ireland, Portugal, Finland, Sweden, Scotland, Norway) or have made training at one-day teaching conferences compulsory (Belgium, France). Some Member States take a more flexible approach, with compulsory training only when needed (Luxembourg, Austria). All provide opportunities for voluntary in-service training during free time. When we consider that the compulsory or voluntary nature of training varies according to the organizers of the training courses, the level of education in question, the statutory category to which the teachers involved belong, the type of training (duration and subject), we begin to understand why it is difficult to form a clear and complete picture of the organization of in-service training.

## Table 2: Main features of in-service training

| Country | Structures and responsible bodies | Type of organization | Main training establishments | Status |  | Training compulsory | Training voluntary |
|---|---|---|---|---|---|---|---|
|  |  |  |  | University | Non-university |  |  |
| B (Fr) | - Government<br>- training networks | centralized then decentralized by networks | - *CAF*/Self-training and in-service training centres<br>- Higher institutes of teacher training<br>- Universities | x | x<br>x | no | right to 10 days |
| B (Fl) | - education authorities<br>- non-profit-making associations | centralized then decentralized by networks | In-service training centres |  | x | no | yes |
| DK | - Royal Danish School of Educational Studies for the *Folkeskole*<br>- Ministry of Education for upper secondary education<br>- training centres | - centralized and decentralized at local level<br>- centralized and decentralized at local level<br>- decentralized | - Royal Danish School<br>- Specialized institutions | x<br>x |  | no | yes<br>yes |
| D | - *Land* Ministry<br>- In-service training centres in each *Land* (except Berlin) | centralized (by *Land*) | - Central and regional institutions in the *Lander* |  | x | in exceptional cases | yes |
| GR | - Ministry<br>- Teacher training institute<br>- Marasleio Teacher Training College<br>- Training centres | centralized then decentralized at regional level | - Higher education institutions<br>- Regional centres for in-service training<br>- Marasleio Teacher Training College | x | x<br>x | for new teachers (updating of basic studies) | provided by the State |
| I | - education administrative bodies<br>- teacher centres (pre-primary, primary and secondary) | centralized then decentralized at regional level | - Teacher training centres<br>- Higher education institutions | x | x | for promotion and salary increase | yes |

Table 2 (cont.)

| Country | Structures and responsible bodies | Type of organization | Main training establishments | Status |  | Training compulsory | Training voluntary |
|---|---|---|---|---|---|---|---|
|  |  |  |  | University | Non-university |  |  |
| F | - Ministry of Education<br>- Education Offices<br>- *MAFPEN* for secondary level<br>- Academic inspection service at primary level<br>- inspection services | centralized at *département* level for primary, at *Académie* for secondary | - *MAFPEN (Mission académique à la formation des personnels)*<br>- *IUFM (Instituts universitaires de formation des maitres)* | <br>x | x | in some cases, for programmes organized by the inspectorates | yes, within and outside school time |
| IRL | - Ministry of Education for primary level<br>- Universities for secondary level | centralized | Training centres |  | x | for primary teachers | for obtaining higher education qualifications |
| I | - General directorate of the Ministry of Education<br>- *IRRSAE*<br>- *Provveditorati* | centralized at national, regional, then at provincial and school level | *IRRSAE (Istituto regionale di ricerca, sperimentazione e aggiornamento educativo)* |  | x | no | yes |
| L | - Dept. for the coordination of research and educational and technological innovation (*SCRIPT*) | centralized | *ISERP (Institut supérieur d'études et de recherches pédagogiques)*<br>Universities, training centres of the region on the basis of agreements | <br>x | x | no | yes |
| NL | *HBO* - colleges and universities | decentralized | *HBO* - colleges<br>universities<br>other establishments | <br>x<br>x | x<br><br>x | no | yes |

Table 2 (cont.)

| Country | Structures and responsibles bodies | Type of organization | Main training establishments | Status | | Training compulsory | Training optional |
|---|---|---|---|---|---|---|---|
| | | | | University | Non-university | | |
| AT | - Federal Ministry<br>- Regional school authorities | decentralized at provincial level | Teacher training establishments in each province | | x | for major innovations, during school time | within and outside school time |
| P | - Ministry of Education<br>- In-service training coordinating council<br>- General education inspectorate<br>- Regional directorates of education | centralized and decentralized at regional and local level | Accredited establishments<br>- teacher training establishments<br>- training centres at school<br>- training centres of teachers' associations | x | x<br>x<br>x | for promotion | outside school time |
| FI | - National Board of Education<br>- Municipalities and other school management bodies | decentralized at municipal/school level | - School bodies<br>- State in-service training centres<br>- University further education units<br>- Teacher education units | x<br>x<br>x<br>x | x<br>x | three to five days in school ** | yes |
| SE | - Municipalities<br>- National Agency for Education | decentralized | - Centres run by local authorities<br>- Universities and university colleges<br>- other establishments | x | x<br>x | five days in school *** | yes |

Table 2 (cont.)

| Country | Structures and responsible bodies | Type of organization | Main training establishments | Status | | Training compulsory | Training optional |
|---|---|---|---|---|---|---|---|
| | | | | University | Non-university | | |
| UK * England and Wales | - Department for Education<br>- Local authorities<br>- Schools | decentralized at local level | - Higher education institutions<br>- Universities<br>- Centres run by local education authorities<br>- Schools | x<br>x | x<br>x | No, but the Department for Education expects teachers in England and Wales to undertake INSET on at least three of the five non-teaching days each year | yes |
| UK Scotland | - Scottish Office Education Department<br>- Local authorities<br>- Schools | mainly decentralized at regional/school level | - Higher education institutions<br>- Centres run by local authorities | x | x | 5 days plus 50 hours in the school or education authorities' centres | yes |
| ISL | - College for pre-school teachers<br>- University college of education<br>- Committee on in-service training of Secondary School teachers<br>- Local authorities | centralized by level | - College for pre-school teachers<br>- University college of education<br>- Institute of Continuing Education of the University of Iceland | x<br>x | x | 2 weeks every second year except for pre-school teachers | yes |
| NO | - Department of higher education<br>- Department of the Ministry | centralized | National training centre | x | x | one week | yes |

* UK (England and Wales)

** In vocational education, compulsory in-service training is provided to teachers during school time, with payment of their full salary. In primary and upper secondary education, compulsory in-service training is provided outside pupils' school time.

*** According to the current school agreement, training may also be compulsory outside school time for max. 12 days a year and max. 24 days during a 3-year period.

## 1.3. Budgets

The information collected in order to assess the importance given to in-service training in terms of the budgets allocated to it proves difficult to interpret. It appears that the budget for in-service training rarely amounts to more than 1% of the total education budget. However, the trend towards increasing decentralization of in-service training and direct financing of local authorities and/or schools makes it impossible to compare the data. In addition, funds come from different sources where responsibility for in-service training is shared by several branches of a Ministry or of local government. The content of the budget may also be very different, depending on the organizational structure. It may include trainers' salaries, or travelling costs and course fees for teachers who leave their own school for training. In other cases, it only covers the funds allocated for the organization of training. The categories of staff covered by this budget also vary according to the organizer. In some cases, in-service training is provided only for primary and secondary school teachers, in others, all teachers, including those in higher education, are included.

## Table 3: Approximate share of budgets allocated to in-service training

| Country | Education budget as % of GDP | % of the education budget spent on in-service training |
|---|---|---|
| B (Fr)<br>B (Fl) | 5.4 (1991) **<br>5.2 (1989) * | at least 0.12%<br>about 0.12%<br>Funds are distributed through educational networks |
| DK | 7.4 (1989) * | - *Folkeskole*: school authorities must provide for in-service training in their budget<br>- *Gymnasium*: idem ± 0.6% |
| D (1) | 4.2 (1991) ** | 0.14% in 1991 |
| GR | 2.8 (1988) * | |
| E | 4.77 (1993) ** | 0.94% |
| F | 5.5 (1990) * | |
| IRL | 6.6 (1988) * | |
| I | 5.7 (1991) ** | 0.16% (1994) |
| L | 4.4 (1989) * | 0.5% (1993) |
| NL | 6.5 (1993) ** | ± 1% of funds for primary and secondary level staff are available for in-service training |
| AT | 5.4 (1991) ** | ± 0.5% |
| P | 5.73 (1993) ** | 1.34% (1993) |
| FI | 5.49 (1993) ** | 0.12% - Schools are advised to allocate 1% of their grants for teaching staff development |
| SE | 7.8 (1990) | ± 1.5% |
| UK (2) | 4.7 (1988) * | not relevant due to decentralization to local authorities |
| UK (Scotland) | 6.9 (1993) ** | not relevant due to decentralization to local authorities |
| ISL | 5.4 (1992) ** | 0.85% (1992) |
| NO | 6.4 (1992) ** | ± 2% |

* Source: UNESCO Statistical Year Book 1992
** Source: EURYDICE National Units

(1) Old *Länder* only
(2) UK (England, Wales and Northern Ireland)

**Warning:**

This information serves only as an indication and should be interpreted with caution.

### 1.4. Teacher participation in training schemes

It is difficult to collect information on the percentage of teachers asking to participate in in-service training and being allowed to do so, for one or more of the following reasons:

- in-service training is too recent a phenomenon for full statistics on its repercussions to be available; or
- the country is not in the habit of keeping statistics in this field; or
- decentralization makes it impossible to obtain an overall idea of the numbers involved.

The information available reveals that the rate of participation in in-service training remains relatively low. In countries where career advancement is linked to in-service training (Spain, Portugal), the rate of participation is naturally higher, and reaches as much as 70% in Portugal in pre-primary education. In Denmark and the Netherlands, one-third of teachers participate in in-service training every year. Where the rate of participation is one-third or less of the teacher population, it is doubtful whether the in-service training reaches the critical mass necessary for there to be any hope that the process of change and innovation will have a general impact.

The weakness of the link between in-service training and innovation indicated in previous studies (Blackburn and Moisan, 1986; Piettre 1988) led to the belief that the effects of in-service training on the professional practice of teachers could not be measured. Figures on the effects of in-service training on professional practice and the dissemination of innovations still seem to be absent.

In addition, the information gathered provides only a partial picture, since even if figures were comparable, it would still be necessary to relate the detailed demand for training to supply, to the subjects requested or to the length of courses. It would be necessary to know whether requests concerned courses taking place during working time or outside school hours. The organization of in-service training is so diversified that only case studies dealing with a significant number of in-service training centres could provide an answer to these questions.

## Table 4: Teacher participation in in-service training courses in 1991/92 or 1992/93

| | **Teachers requesting participation as a percentage of the total number of teachers concerned** | | | | **Actual participation** | | | |
|---|---|---|---|---|---|---|---|---|
| | **Pre-primary** | **Primary** | **Lower secondary** | **Upper secondary** | **Pre-primary** | **Primary** | **Lower secondary** | **Upper secondary** |
| B (Fr) | | | | | / | ± 25% | / | / |
| B (Fl) | no statistics available | | | | | | | |
| DK | / | ± 70% | ± 70% | no figures | / | ± 35% | ± 35% | no figures |
| D | no statistics available for the country as a whole | | | | | | | |
| GR | | | | | | ± 15 to 20% (compulsory participation) | | |
| E | / | / | / | / | 9.2% | 41.7% | 41.7% | 19.09% |
| F | | | | | | | | |
| IRL | | | | | | | | |
| I | no answer possible, as participation is calculated not by numbers of teachers but by numbers of schools | | | | | | | |
| L | / | 73% | 28% | | / | 73% | 28% | |
| NL | / | / | / | / | | ± 33% | 33% | 33% |
| AT | no statistics available for the country as a whole ** | | | | | | | |
| P | | | | | 70.5% | 44% | 50% | 37% |
| FI | no information available - the schools decide | | | | | | | |
| SE | no information available due to considerable decentralization - the schools decide. | | | | | | | |
| UK *<br>UK<br>Scotland | no statistics available | | | | | | | |
| ISL | 37.5% | 40% | 40% | 86% | 37.5% | ± 23% | ± 23% | 39% |
| NO | no information available due to considerable decentralization | | | | | | | |

Sources: EURYDICE National Units

* UK (England, Wales and Northern Ireland)

** With exception of the vocational schools. Some 85% of the teachers participated in at least one training course in the last 3 years.

## 1.5. In-service training as a right and an obligation

In-service training is nearly always a right and a moral obligation based on statute. It is, in practice, rarely compulsory, although there are some exceptions. Greece organizes compulsory training for newly appointed teachers, as up to ten years may elapse between the end of their training and their appointment. Spain, Portugal and Luxembourg make career advancement (of primary teachers only) contingent upon participation in in-service training programmes. In other Member States, where in-service training is compulsory, it is often only an ad hoc course alongside a much broader range of optional provision on offer.

Thus the right to in-service training is indeed a professional right in nearly all Member States, but the application of this principle is very limited. Selection criteria for participation are nearly always applied and are based on an assessment of motivation, the opinion of the head teacher and the applicant's qualifications and seniority. Budgetary problems are probably the reason for the obstacles to application of the principle and the resulting contradiction. Teachers have the right to pursue their professional development and a duty to update their knowledge, but these rights and duties are rarely considered obligatory, on the one hand because budgets do not allow for it, and on the other because training can have a positive effect only if it is desired and freely chosen. It follows that in-service training must take place within a context of democratic procedures, implying an absence of obligation but promoting teachers' autonomy, to which such training contributes.

## 1.6. Replacement of teachers

Replacement of teachers attending training courses is often a problem. It appears that although no Member State refuses replacement systematically, none provides for it in all circumstances. Each has developed its own strategies for replacement depending on the type of training, whether or not the content is considered a high priority, and on its length and location, and the level of education. Replacement occurs more frequently at primary than at secondary level.

The problem of replacement is managed on an individual basis rather than through legislation. Even those countries with a pool of replacement teachers, like France, Scotland and Spain, cannot establish strict rules in this area due to the unpredictability of the incidence of sick leave. Strategic measures are therefore used to avoid the problem of replacement and to maintain opportunities for in-service training.

These measures include:

- exchanges of lessons with colleagues or within the limits of timetables;
- authorization for absence without replacement for courses lasting one to three days;
- arrangements for participating in training courses, partly during and partly outside school time, in the case of relatively long courses;
- the development of opportunities for training outside school time, including summer universities and distance learning;
- correspondence courses, in particular for qualifying training;
- agreements on days of the week set aside for different subjects;

- the distribution of training activities over several weeks on different days;
- coordination meetings between teachers of the same subject in one school.

## Conclusions

All the information in this section should be interpreted with caution as it reveals the problem of comparing the organization of in-service training in the Member States. These data are only a preliminary basis for formulating theories, asking questions and laying the foundations for a study in greater depth.

It should be emphasized that the problems of education are common to the various Member States. Each faces budgetary difficulties and is seeking the means of reaching a maximum number of teachers. Responses to various constraints (in terms of replacement, budgets, participation, etc.) differ but are not mutually exclusive. The main issue is that of the compulsory nature of in-service training. It would be interesting to be able to compare the effects of in-service training which is linked to career advancement (Spain, Portugal) to those of in-service training which is freely chosen. However, it would only be possible to solve the problem of making a choice between compulsory and optional training, organized during school time and outside school time, and paid and unpaid training, with the help of a reliable assessment method, setting out the issues and the factors contributing to rational choices.

V. Blackburn and C. Moisan, in their 1986 study, noted that in-service training is an essential area with an unstable structure. This observation holds true today, although the indicators of interest described in the study have been confirmed, with the consolidated establishment of structures such as teacher training centres in Spain, the *IRRSAE* in Italy, the *MAFPEN* in France and the appearance of new structures in Greece. However, the priority assigned to in-service training in theory remains undeniably difficult to maintain in practice.

## 2. QUALIFYING TRAINING

There are four types of qualifying (sometimes called additional) training:

- aimed at complementing initial training (such as training programmes to enable teachers to take up teaching posts in Greece);

- leading to the award of additional diplomas which provide enhanced status without necessarily changing the nature of professional duties (e.g. so-called supplementary training in Norway; supplementary studies in the Netherlands; certificate of further training for primary teachers in Luxembourg);

- leading to a change of post within the profession (e.g. training for work with children with special needs in a number of countries, or training of school librarians in Denmark);

- enabling teachers to teach other subjects (e.g. Germany; the deferred credit system in Austria).

Qualifying training exists in the majority of states, with the exception of Belgium (French Community) and Ireland. Sabbatical or training leave is sometimes granted, after which a positive assessment or success in an examination or competition may lead to promotion and a higher salary. The number of those allowed to participate in this type of training is limited by financial constraints, and some of these training courses, in particular those provided in universities, have to be undertaken in the teacher's own time.

The following table attempts to present the main types of qualifying training offered by governing bodies or Ministries and for which statutory leave is granted, during which teachers receive all or a large part of their normal salary.

## Table 5: Qualifying training

| | Qualifying training | Qualification awarded | Change of profession | Promotion or enhanced status | Salary increase | Remarks |
|---|---|---|---|---|---|---|
| B (Fr) | no | | | | | |
| B (Fl) | yes<br>long-term course | certificate of in-service training | no | in some cases | no | |
| DK | yes<br>- *Folkeskole*: specialization<br>- Technical and vocational education | university diploma | yes | no | no | training of librarians, guidance counsellors and teachers in special education |
| D | yes | yes<br>certificate | yes, teaching in other subject areas | no, except for appointment to posts | no | training of library advisers, guidance counsellors and specialized reading tutors |
| GR | yes, Marasleio Teacher Training College | training of administrators for senior posts | | no | no | |
| E | yes | transferable training credits<br>diploma or certificate | no | yes<br>promotion | yes, since 1992 | system of credits for advancement and promotion |
| F | yes<br>training leave | in some cases | in some cases | in some cases | linked to status | preparation for competitive examinations for administrative posts |
| IRL | no | | | | | |
| I | yes | yes | yes | no | no | support to handicapped |
| L | secondary: no<br>primary: 90 hours | yes, certificate of proficiency | | no | no<br>yes | |

| | Qualifying training | Qualification awarded | Change of profession | Promotion or enhanced status | Salary increase | Remarks |
|---|---|---|---|---|---|---|
| NL | yes | certificate | in some cases | sometimes a means of promotion | yes, in the case of promotion | in-service training is a necessary condition but not sufficient for promotion |
| AT | yes | yes | yes, teaching in other subject areas | in some cases | in some cases | system of deferred credits |
| P | yes | no | no | promotion (accumulation of training credits) | yes | special case for establishing teachers within the context of reform |
| FI | yes, but few in number | yes | yes, teaching in other subject areas and sometimes at a higher level | in some cases | in some cases | |
| SE | yes | yes | no | in some cases | in some cases | |
| UK England, Wales, Northern Ireland | yes | yes | yes | in some cases, for promotion or a university degree | yes | system of accumulating credits and points |
| UK Scotland | yes | yes | yes | in some cases, for promotion | linked to status | system of credits |
| ISL | yes | yes, certificate | no | not necessarily | yes | system of credits for obtaining higher salaries |
| NO | yes<br>- complementary training: training leave<br>- in-service training | yes<br>certificate | in some cases university degree<br>no | yes<br>no | yes<br>no | supplementary training is clearly distinguished in legislation on, and guidelines for, in-service training |

## 3. IN-SERVICE TRAINING: CONTENT AND PRACTICE

The preceding sections have revealed convergent objectives and diversified organization. The content of and practices employed in training also appear to be both diversified and convergent, not only when comparing one Member State to another, but also within Member States.

### 3.1. The content of in-service training

Opportunities for in-service training are obviously related to the development of the teaching profession and the manner in which society defines teacher training (Taylor 1980). Consequently, there is convergence between countries concerning the definition of content in terms of the knowledge and techniques taught, and agreement on the importance of teaching and the place occupied by the school in society. The difference relates on the one hand to forms of teaching (methods of transmitting knowledge) and on the other hand to the role of the school in society, i.e. whether schools are the only medium of education or just one among many. Although information obtained from the Member States does not permit identification of the differences, it does help in classifying the content of current training programmes.

In-service training courses are generally provided for target groups by level of education (primary or secondary), by types of subject or by specific professional categories, such as head teachers or teachers at the start of their careers.

Training courses cover:

- **Curricula and teaching methods**

  All subject areas are included. However, those which recur most frequently are reading and mother tongue teaching at both primary and lower secondary level; introduction to science, mathematics and new technologies, including computers; and foreign languages, at both primary and secondary level. It appears that in some Member States foreign languages, particularly when teaching begins at primary level, are becoming a basic subject alongside those traditionally regarded as fundamental - mother tongue and mathematics, followed by knowledge of new teaching materials and art subjects.

- **School organization and management**

  Training in aspects of school administration and management, support teaching, counselling and guidance appear to be on the increase. They are aimed at teachers at all levels but particularly head teachers, for whom specific training is now provided in a number of countries.

- **Educational and psychological questions**

  Training related to the integration of children with handicaps or difficulties (Belgium Flemish Community, Spain, France, Italy, Luxembourg, Austria, Iceland) and the problems associated with multiculturalism are the most common, followed by training concerned with general teaching and special types of teaching, e.g. teaching by objectives, individualised teaching, ability grouping, problems of assessment, and pupil-teacher relations.

- **Sociological issues and areas of innovation**

  Training courses dealing with the environment and health issues, and those dealing with the internationalization and the European dimension of education, problems of career/educational guidance, and relations between teachers and the parents of pupils are the most frequently mentioned.

Within this classification the aspects of in-service training given the highest priority in the majority of countries are:

- mastery of the **mother tongue**;
- learning and mastery of **foreign languages** and early learning of them;
- **multiculturalism** and management of diversity in school populations;
- knowledge of and respect for the **environment**.

### 3.2. Trainers

The development of centres for the provision of in-service training courses is proceeding in parallel with the conception, implementation and regulation of the increasingly complex processes and mechanisms of such training. In-service training therefore demands increasing professionalism on the part of trainers (Prats Cuevas 1990). In most countries, trainers come from a variety of backgrounds and include:

- **Full-time trainers in in-service training centres**

  These trainers are former teachers who have specialized in training. In general, they are responsible for organizing courses, regulating supply and demand, and managing training operations.

- **Teachers and trainers in initial and in-service training institutions**

  These trainers' responsibilities are divided between initial training and in-service training. They provide training in their institutions and are sometimes involved in the training provided in schools.

- **University staff, experts and teacher-researchers**

  These trainers dispense training in universities and also respond to specific requests from training institutes or schools.

- **Teachers with a reduced teaching load in order to provide in-service training for their colleagues**

  This "peer" training takes place mostly in schools but also in specialized in-service training institutions.

- **Inspectors, education advisers, head teachers and other administrative staff**

  These provide training, some of which is compulsory and often of short duration, on guidelines in relation to educational policy or educational priorities, developments and reforms in their country.

- **Trainers and experts from the working world and business**

  These trainers are mainly involved in training staff providing vocational teaching; they lead study visits and supervise teachers providing in-service training in firms.

### 3.3. Assessment procedures

Assessment of in-service training, although it is a subject of concern, rarely deals with all aspects of the arrangements. Where it has been introduced, it concentrates on one or two aspects, such as the institutions, the programmes or the people involved, since the authorities responsible for in-service training have not, or not yet, established a general strategy for assessing the in-service training system.

In Portugal, however, a system for assessing in-service training, both centralized and decentralized (at regional and local level) has been introduced. At national level, the Ministry of Education and the Coordinating Council for In-service Training are responsible for the assessment of in-service training. The Netherlands is also involved in a process of **evaluation of the existing system**, which will be completed in the year 2000 and will deal with the financing, administrative structures and improvement of the quality and operation of in-service training systems. In preparing its future plans, Italy makes use of the assessment of training programmes passed on to the Ministry by local officials (*IRRSAE* in the regions and the *Provveditorati* in the provinces). The German *Land* of Lower Saxony is developing procedures for assessing supplementary training at regional level.

**In-service training institutions** are not usually systematically assessed. Assessment sometimes takes the form of visits by inspectors, as in Ireland, or by external assessment teams, as in the Flemish Community of Belgium.

In the Netherlands, education inspectors systematically assess all schools, including their plans for in-service training. External assessment teams also visit the schools, although less frequently than does the inspectorate.

**Training courses** are more easily assessed by means of questionnaires distributed to the participants. Ireland evaluates from 15 to 20% of its training programmes through inspectors' visits and has established a system of collective assessment in the form of a steering group made up of decision-makers and staff representatives. Spain places particular emphasis on the assessment of results obtained and the effect of training on teachers, schools and pupils. However, the diversity of in-service training programmes makes it impossible, in Spain as elsewhere, to devise a single, uniform system of assessment. Additional types of internal and external assessment need to be developed to evaluate the real quality of training programmes. In Portugal, the legislation provides for the assessment of in-service training activities by the teachers participating in the courses and by the trainer or the training institution, in order to analyse whether the training meets the objectives set beforehand.

As for the **participants**, assessment of them other than in qualifying training schemes poses something of a problem. It is difficult to associate voluntary participation with assessment if this term implies testing. The essential evaluation is therefore self-assessment, formal attestation taking the form of a certificate of attendance and participation. Sometimes a questionnaire allows the participants to gauge what they have gained from the training sessions in relation to their initial expectations. In Portugal, however, the assessment of teachers following the course is the responsibility of the training institution which must ensure individual assessment of the usefulness of the training undertaken.

Approaches to all these issues of quality assessment are extremely diverse, ranging from attempts to interrelate analysis of needs, formulation of expectations and appraisal of results, to a feeling that nothing which happens during in-service training can be assessed because it concerns the personal development of individuals. More precise evaluation of the effects of in-service training on pupils would require research into this type of training and its effects, and the acquisition of tools for evaluating the development of teachers' professional practice.

This type of evaluation can only be envisaged in the long term, and will have to be supported by sound methodology. In-service training has not yet reached the stage of formative assessment in terms of quality. The area for assessment is complex, and there is as yet no sign of any convergence towards consensus on the kind of qualitative assessment required.

### 3.4. The European Dimension and mobility

Concern for internationalization in training is demonstrated by the content of the training programmes on offer, but goes beyond this framework. The development of in-service training in the form of teacher mobility programmes may be now considered as a strategy capable of contributing to an openness to new skills and more effective exploitation of the possibilities offered by the European education area.

The Scandinavian countries all have a long tradition of opening up their in-service training programmes to each other. This openness is achieved either through the Nord-plus Programme, or more informally, so as to improve the exchange and sharing of education problems and solutions.

Teacher exchange programmes, grants from the Council of Europe within the framework of the Council for Cultural Cooperation, study visits, national-level mobility schemes (such as the *PLATO* Programme in the Netherlands) and the development of cross-border exchanges, represent a particular form of in-service training activity which strengthens international understanding, cooperation and solidarity.

## Conclusions

The great diversity of in-service training programmes has developed gradually and is the product of constant deliberation and development. Opportunities for in-service training first involved specific subject areas and focused on bringing the skills acquired in initial training up to date. They then began to address the problems of schools and to apply techniques of needs analysis, problem solving, improvement of professionalism and encouragement of innovation. In a number of countries, this change necessitated the recruitment of trainers from different backgrounds, skilled in the management of team work and human relations and in their own subject areas.

The variety of training programmes available bears witness to the complementarity and breadth of the processes which have been set in action. Teachers are certain to find a programme to suit their needs amongst those on offer. They must then apply to take part, obtain approval, be accepted and be able to cope with the consequences of this commitment (absence from classes, replacement, travel, practical considerations and family responsibilities) and the actual content and teaching methods of the training programme must meet their needs.

The current trend towards promoting in-service training in schools allows for an easier examination of the characteristics and problems schools experience in terms of human resource management and the implementation of school development plans. However, this type of training does not exclude other forms of in-service training.

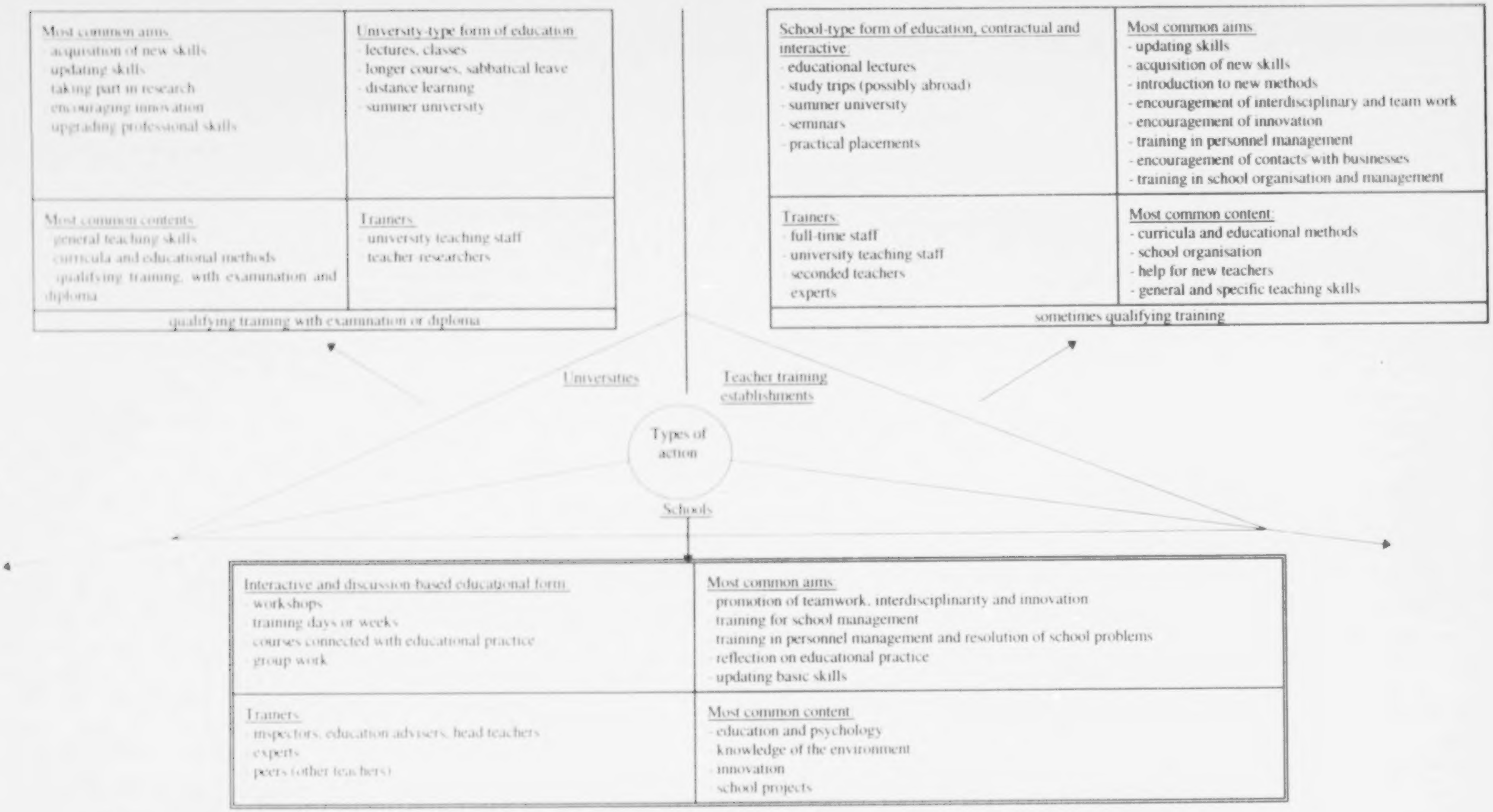
For qualifying training, the relationship between quality and effectiveness follows the classic criteria of success in the examinations.

For other forms of training, quality takes on a significance in relation to its effectiveness.

In-service training can only be effective if those who follow it are motivated and have a professional development plan related to the training provided. There is therefore a connection between the involvement of the teachers and the effectiveness of the different methods of in-service training (Bolam, 1988).

How can indicators be devised for the quality of the results to be assessed? Is it possible to dissociate quality and effectiveness from the concern for real recognition of in-service training, that is, contributing to the management of a career and professional mobility, and demonstrating personal and professional development to the education authorities? Can the recognition of training provided by the establishment (school) have the same validity as that, for example, provided by a university which awards training credits and units?

In-service training can, at all events, only be effective if those taking part are motivated and have a professional development plan compatible with the training offered. There is therefore a connection between teacher involvement and the effectiveness of the various forms of in-service training (Bolam, 1988).



Types of action

Universities

Most common aims:
- acquisition of new skills
- updating skills
- taking part in research
- encouraging innovation
- upgrading professional skills

University-type form of education:
- lectures, classes
- longer courses, sabbatical leave
- distance learning
- summer university

Most common contents:
- general teaching skills
- curricula and educational methods
- qualifying training, with examination and diploma

Trainers:
- university teaching staff
- teacher-researchers

qualifying training with examination or diploma

Teacher training establishments

School-type form of education, contractual and interactive:
- educational lectures
- study trips (possibly abroad)
- summer university
- seminars
- practical placements

Most common aims:
- updating skills
- acquisition of new skills
- introduction to new methods
- encouragement of interdisciplinary and team work
- encouragement of innovation
- training in personnel management
- encouragement of contacts with businesses
- training in school organisation and management

Trainers:
- full-time staff
- university teaching staff
- seconded teachers
- experts

Most common content:
- curricula and educational methods
- school organisation
- help for new teachers
- general and specific teaching skills

sometimes qualifying training

Schools

Interactive and discussion-based educational form:
- workshops
- training days or weeks
- courses connected with educational practice
- group work

Most common aims:
- promotion of teamwork, interdisciplinarity and innovation
- training for school management
- training in personnel management and resolution of school problems
- reflection on educational practice
- updating basic skills

Trainers:
- inspectors, education advisers, head teachers
- experts
- peers (other teachers)

Most common content:
- education and psychology
- knowledge of the environment
- innovation
- school projects

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# TEACHER TRAINING IN THE EUROPEAN UNION AND THE EFTA/EEA COUNTRIES

## NATIONAL DESCRIPTIONS

The descriptions which follow provide an overview of the in-service training provided for teachers in each of the Member States of the European Union, and in the two countries of EFTA which have ratified the Agreement on the European Economic Area.

The information presented here was provided by the EURYDICE National Units in the respective countries.

In order to place the issues of in-service training in relation to those of initial teacher training, each of the national descriptions includes a table summarizing initial training and a section describing in-service training.

The information applies to teachers at pre-school, primary and secondary levels.

# BELGIUM

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>Nursery school<br>(2 ½ to 6 years of age) | Upper secondary school certificate (*CESS*) | *Institut Supérieur Pédagogique* (French)<br>*Pedagogische Hogeschool* (Flemish) | 3 years<br>concurrent academic/teacher training/teaching observation/practice increasing over the 3 years to about 50% in final year. | Teaching diploma:<br>- *Instituteur préscolaire*<br>- *Institutrice préscolaire*<br>- *Kleuteronderwijzer*<br>- *Kleuteronderwijzeres* |
| Primary education<br>(6 to 12 years of age) | as above | as above | as above | Teaching diploma:<br>- *Onderwijzer/Onderwijzeres*<br>- *Instituteur/Institutrice* |
| Lower secondary education<br>(12 to 15 years of age) | as above | as above | 3 years<br>professional and educational courses, specified subject study and further optional practice increasing over 3 years to about 50% in final year. | Teaching diploma<br>(*Diplôme d'agrégé de l'enseignement secondaire Inférieur*)<br>*Regent(es) - Régent(e)*<br>(*Diploma van geaggregeerde voor het Lager Secundair Onderwijs*) |
| Upper secondary education<br>(15 to 18 years of age) | Upper secondary school certificate (*CESS*)<br>plus<br>Certificate of aptitude for higher education (*DAES*) * | University | 4-5 years academic training plus teacher training<br>- either during the two last years of their university studies, parallel to the degree courses (or the last year only);<br>- or as a 2-year part-time course after completion of degree. | University Degree<br>(*Licence*)<br>(*Licentie*)<br>plus<br>Teaching diploma<br>(*Diplôme d'agrégé de l'enseignement secondaire supérieur*)<br>(*Diploma van geaggregeerde voor het Hoger Secundair Onderwijs*) |

* only applicable to the French Community

## 2. IN-SERVICE TRAINING OF TEACHERS

## A. FRENCH COMMUNITY

### 1. Legislation and aims

Until recently, the three education networks which include all schools in the French Community organized in-service training independently. These networks are:

- the network in the French Community (public education provided directly by the Government of the French Community);
- the network of grant-aided public education (education provided by the *communes* and the provinces) and
- the network of private grant-aided ("free") schools (education provided by private bodies, in most cases by religious bodies).

The French Community funded in-service training directly from its budget in its own network, while the other networks used their own resources.

In 1987, an initial experiment was financed by the national budget, providing retraining in firms for teachers in all the networks

More recently, the Council of the French Community approved two decrees regulating the organization and funding of in-service training in all the networks:

- the Decree of 24 December 1990 dealing with in-service and complementary training for members of the teaching staff in "basic education" (pre-school and primary), special education (pre-school, primary, and secondary), and in the centres providing psychological, medical and social work (*PMS*) services;
- the Decree of 16 July 1993 on in-career training for members of staff of ordinary secondary schools.

In-service training courses provided for teachers in the school system in the French Community are designed above all to encourage teachers to adapt to changing circumstances.

Current training courses are characterized by their flexibility and essentially take two forms:

- Training covered by the Decree of 24 December 1990 ("basic" and special education), which includes all basic specializations to complement initial training for "basic education" teachers, special education teachers, and staff in the *PMS* centres in the following three areas:
  - professional knowledge of educational science, techniques and practice;

- general teaching and methodological skills;
- training in human relations.

- Training covered by the Decree of 16 July 1993 (secondary education), which has the following general objectives:

  - to facilitate the implementation of education and teaching priorities;
  - to promote practices appropriate to the efficient management of human relations;
  - to update the knowledge and professional skills needed for the current role of the individual teacher;
  - to acquire new professional skills and aptitudes to qualify for a new job;
  - to study the social, economic and cultural factors which influence the behaviour of young people;
  - to develop communication skills and team work, and to implement and develop projects in schools;
  - to study the social, economic and cultural factors which influence the way teachers work;
  - to implement an interdisciplinary approach in the schools by involving collaboration amongst teachers.

## 2. Authorities involved in provision

The resources provided for the training courses envisaged in these two decrees are distributed among the three education networks in the French Community.

The amounts specified in the budget of the Ministry of Education are distributed to each level and network of education according to precise quantifiable criteria (such as the numbers of teachers and teaching hours).

- For courses provided under the Decree on "basic" and special education, the Government of the French Community defines the general outline of the courses in its own network and manages them directly. In the other two networks, however, the Government approves training proposals submitted by other responsible authorities after they have been assessed by an ad hoc commission.

  Once this double approval has been granted, each education network is free to implement its own training courses.

- The in-service training of staff in secondary schools is organised differently. Coordinating bodies have been set up for this level of education since 1992. In addition to other duties, they are responsible for proposing training topics to the Government in keeping with the general objectives outlined above.

Coordinating committees supervise the French Community as a whole; area councils are responsible for, among other things, defining training topics to meet special needs arising at local level.

- In addition, each education network can establish training courses according to its own methodologies and teaching practices and define its own goals and methods. This is the case for all levels and types of teaching.

  For instance, in-service training activities for teachers involved in the education network of the French Community are arranged:

  - by the inspectors responsible for different subject areas who choose the themes to be addressed, organize the training days, and decide who should participate in the education activities. Training courses are planned each half-year;

  - by the administration itself, which, since 1991, has defined a series of training courses for specific target groups (such as inspectors, head teachers, and teachers involved in the reform of vocational training) or on specific topics (such as a module entitled "introduction to methods of working in secondary education").

### 3. Right to in-service training

Participation in the various training activities is voluntary. All teachers can take advantage of such courses from the beginning of their employment, regardless of whether their employment is temporary or permanent.

Official texts only mention the right of teachers in "basic education" to ten days of training each year.

In public grant-aided education, two to three in-service days are officially organized by the local inspectorate. Participation in these training days is compulsory for teachers in addition to their 10 days' training. The teachers participating in these conferences are not replaced and their pupils are given the time off.

In education in the French Community, each inspector may take the initiative of organizing training days and inviting teachers to attend them. Participation in these days is optional.

As far as the replacement of teachers is concerned, the law is silent and cases are dealt with individually. Most training courses last between one and five days, therefore there is no legal provision for the teachers' replacement. By law, replacements of teachers are only provided after an absence of 10 days. However, different solutions are generally found in order to avoid this problem of replacements and retain the offer of in-service training (for example, invitation of named teachers, taking into account the free periods in their individual timetables, and distribution of pupils to other classes).

## 4. Qualifying training and evaluation

### Qualifying training

Participation in training activities does not lead to any advantages with regard to salary or promotion.

### Evaluation

At present, the inspectorate has the sole responsibility for assessing the different training activities.

However, the Order of 30 December 1991 bringing the Decree of 24 December 1990 into operation calls for a double assessment procedure in grant-aided education, under which the inspectorate assesses the teaching aspects and the audit services evaluate attendance and the use of the funds allotted to the courses.

Similarly, the Circular of 13 October 1993 implementing the Decree of 16 July 1993 calls for both participants and trainers to complete assessment forms at the end of each training course.

## 5. In-service training establishments and trainers

Many in-service training courses for teachers are provided in schools at the various levels of education, subject to the availability of space to hold the courses and the equipment necessary for certain courses (such as computers or laboratories).

The *Centre d'Auto-Formation et de Formation Continuée, CAF* (Self-Teaching and In-service Training Centre) in the French Community offers advanced training courses for teachers in its network of education. Teachers who come to work at the Centre have access to an extensive documentary base and assistance from colleagues assigned to the centre to direct activities. The Centre also organizes day seminars and training courses in cooperation with the inspectorate. At the teachers' request, trainers can also go into schools to hold training courses.

Other centres also provide a variety of education activities and host various training programmes and courses.

Universities and higher education institutions also collaborate in the organization of some courses held on their premises.

The same is true for certain courses organized with the support of companies.

Trainers are either teachers who have been specially released for this task, or inspectors.

teaching staff from higher education institutions, or representatives of the social and employment sectors with specialised knowledge in fields such as the new technologies.

## 6. Form and content

### Form

The frequency and duration of courses can vary greatly. As a general rule, courses are organized while schools are in session. Courses can take different forms which in turn determine their duration. (Courses generally last from one day to a week.) At present, there is no system of transferable credits for in-service training in the French Community.

### Content

Training activities cover a very wide range of topics, but a few general themes at the different levels of teaching may be mentioned by way of example:

- Learning in cycles and on a cross-curricular basis; psychomotor activity; attainment thresholds; methods of assessment; interdisciplinary approaches; the reform of vocational training; the use of software and audio-visual techniques; the integration of the European dimension in education; problems of expression and interpersonal relations; communication; time management; administration and financial management for head teachers; and the concepts and content specific to each subject area.

## 7. In-service training and teacher mobility

Several in-service training activities have been integrated into the European action programmes. Thus, Action III of the PETRA Programme has made possible the implementation of a module for trainers and guidance counsellors focusing on six themes (the free movement and mobility of workers, the intercultural dimension, the labour market, education and training, research into sources of information and guidance, and the training of counsellors). Action I of the Lingua Programme has made it possible to provide intensive training courses for language teachers (in particular for Dutch in Maastricht and Spanish in Madrid).

Those benefiting from the ARION and TEX Programmes received information prior to their departure, to help them to better integrate their mobility into an in-service training strategy.

In addition, the system of scholarships granted by the Council of Europe enables teachers to retrain in a very wide range of subject areas.

## 8. Statistics

The budgets established by the two decrees (of 24 December 1990 and 16 July 1993) and the conditions under which funds are allocated have triggered a substantial increase in the amount of training activities for teachers during the course of their careers.

Funds allocated to training courses covered by the Decree of 24 December 1990 amount to at least 0.12% of current expenditure for each level of education each year. Thus, a budget of 50 million Belgian francs (or roughly 1 250 000 ECUs) has been provided for "basic education". A sum of 160 million Belgian francs (or about 4 500 000 ECUs) was provided for secondary education in the 1993 budget.

By way of example, it should be added that the education network in the French Community provided a budget of 18 million Belgian francs (or some 450 000 ECUs) in 1991 for training courses organised by each network, which made it possible to provide in-service training courses for approximately 12 000 staff.

The 1993 budget for courses at the different levels of education came to 26.3 million Belgian francs (or roughly 657 500 ECUs), but it is still too soon to estimate the participation rates or to assess the impact of these forms of training which have only recently been introduced.

## 9. Reforms / Current debates and trends

In-service teacher training in the French Community has been developing rapidly in recent years. This has led to the approval of the two decrees establishing a wide variety of activities according to the different levels and types of education which has led to a lack of clarity regarding the objectives pursued.

The present Government of the French Community intends to remedy the situation in the near future by submitting new regulations aimed at establishing common aims, procedures, and methods for all target groups involved. The Government also plans to concentrate the organization of training courses during certain periods of the year (in particular at the end of August and beginning of September) in order to reduce the number of days teachers are absent from school for training during the school year.

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## B. FLEMISH COMMUNITY

### 1. Legislation and aims

The Decree of 5 July 1989 on education and the Flemish Executive Decision of 13 September 1989 concerning the organization, coordination and financing of in-service training for teachers and the staff of the psychological, medical and social work (*PMS*) centres provide the legislative structure for in-service training. The Decree and the Decision set the broad outlines of the aims and content of in-service training and define it as a group of activities which bring basic training up-to-date and extend and complement it in order to contribute to the improvement of society and of education policy.

Also considered part of in-service training are advanced courses and periods of training in firms, which provide staff members with an opportunity to update or extend their professional skills and complement them by following courses in a working environment. In this way, the education they give in school can be better adapted to the rapidly changing conditions in the working world.

### 2. Authorities involved in provision

In-service training is provided by education authorities which may form a non-profit-making organization for this purpose. In addition to the General Council for Community Education i.e. that organized by the Flemish Community, there are non-profit-making associations for the in-service training of teachers in public grant-aided schools, run by provincial or communal authorities, and for the in-service training of teachers in grant-aided non-state schools. Each education authority has a number of in-service training centres located throughout the regions, which are specialised for instance in special education.

### 3. Right to in-service training

Teachers have the right to pursue in-service training, but there is no legal obligation on them to do so. Teachers take part in short courses of in-service training and no replacement is provided in their absence. If these activities are organized during class hours, the school head must take appropriate measures to ensure that the normal timetable is followed. However, replacements must be found immediately for pre-school and primary school teachers absent on short or long courses of in-service training, if they teach in a school with only one or two pre-school or primary classes. The authority responsible must try to find a replacement, first from teachers on their reserve list, then from temporary teaching staff.

Replacements can be provided for teachers who take part in long courses of in-service training. The authority must first seek a replacement from amongst teachers who are on the waiting list for full-time posts. If none are available, teachers working under temporary contracts may be asked to replace them.

## 4. Qualifying training and evaluation

### Qualifying training

Teachers who attend certain long courses which are subject to a number of conditions are entitled to an in-service training certificate on the basis of which they are entitled to apply for, for example, a higher level post.

Teachers participating in in-service training do not receive any financial or career advantages. Travelling expenses and, in some cases, other expenses resulting from participation in in-service training programmes may be reimbursed.

### Evaluation

An external team linked to the Commission for the Recognition of In-Service Training assesses in-service training projects and the operation of in-service training centres. Special emphasis is also placed on self-assessment within the programmes.

The assessment team, composed of three full-time staff members, is responsible for evaluating a large number of projects. The effectiveness of these projects is assessed using a set of specific criteria and indicators. The results are reported annually to the Recognition Committee. Teachers undergoing training are subject to "visitations", which include spot observation of teaching sessions and questioning of participants, ending with joint sessions between the evaluators and the teachers concerned. This exchange between internal and external assessment provides a critical review of the overall situation.

## 5. In-service training establishments and trainers

The team of trainers is made up for the most part of teachers temporarily released from their teaching responsibilities. A number of experts are also involved on a contract basis.

## 6. Form and content

### Form

The most common structure is the "sandwich" model, where theory and practice are compared. During the first sessions, the participants receive theoretical training followed by specific assignments for practice in class. Later sessions are devoted to group discussions of the problems or advantages of putting the theory into practice.

In-service training also includes advanced courses and training in firms, and programmes involving study days organized inside and outside the school environment. The duration of advanced courses and on-the-job training is determined by agreement amongst the parties concerned and in relation to the aims set.

Short courses in firms last for at least five and at most nine days. Long courses of this type last for two, four or six months. There is no system of transferable credits for in-service training courses.

### Content

The content of in-service training courses is adapted to the various teaching levels: pre-school and primary education and secondary and higher education, with the exception of academic higher education.

Some in-service training is organized for specific target groups, such as teachers in special education or those who teach immigrants. The following subjects can be covered in in-service training:

- the introduction of new information technologies such as computer science;
- developments in industry;
- work with pupils experiencing learning difficulties;
- training focused on the school;
- training in team-work for school management;
- additional training in the sciences;
- reforms in education;
- teaching methodology;
- training of trainers;
- behaviourial problems amongst children with learning disabilities in special education;
- education for immigrants in a multicultural perspective.

## 7. In-service training and teacher mobility

In-service training programmes may sometimes be integrated into European action programmes such as LINGUA.

## 8. Statistics

There are no reliable statistics on the number of participants or the rate of participation in programmes. The amount provided for in-service training each year has been fixed at 230 million Belgian francs in recent years. This is approximately 0.11% of the total education budget in 1993.

## 9. Reforms / Current debates and trends

A discussion paper has been published in preparation for a new Decree on in-service training. This paper contains the following proposals:

- the creation of a structural link between in-service training and initial training for teachers and the teaching situation;

- a shift of supply to meet demand. Given local autonomy and responsibility for local education needs, this means that individual schools and groups of schools should learn to identify their own in-service training needs and should deal directly with the in-service training institutions, which would then be able to formulate programmes to meet their needs.

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# DENMARK

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications Titles |
|---|---|---|---|---|
| Pre-school education (0 to 6 years of age) | Upper secondary school leaving certificate (*Studentereksamen*)<br>Higher Preparatory Examination (*HF-eksamen*)<br>or<br>Higher Technical Examination (*HTX*)<br>or<br>Higher Commercial Examination (*HHX*)<br>or<br>the 10th year of *Folkeskole* and work experience<br>or<br>vocational education and training qualification | *Pædagogseminarium* (Teacher training college) | 3 ½ years (41 months)<br>The training programme is organized so that<br>1/3 consists of teaching practice.<br>1/3 of theoretical subjects and<br>1/3 of activity and cultural subjects<br>It is a combined training programme for teachers in nurseries, Kindergartens, recreation centres and institutions for handicapped persons | *Bevis for Pædagoguddannelsen* (Diploma for completed educator training programme) |
| Primary/lower secondary education *Folkeskole* (6/7 to 16/17 years of age) | Upper secondary school leaving certificate (*Studentereksamen*)<br>or<br>Higher Preparatory Examination (*HF-eksamen*)<br>or<br>Higher Commercial Examination (*HHX*)<br>or<br>Higher Technical Examination (*HTX*) | *Lærerseminarium* (Teacher training college) | 4 years<br>The first 2 years basic courses<br>- Danish, oral expression, writing, religious studies, history/social studies (approx. 32% of working hours)<br>- Arithmetic/mathematics, natural sciences (approx. 18%)<br>- Theory of education, psychology (approx. 20%)<br>- Teaching practice/school-based experience (approx. 10%)<br>- Students also choose 2 out of the following: art/design, music and physical education (approx. 20%)<br>The final 2 years focus on: general didactics, a specialized area of educational theory (consisting of a compulsory section plus a specific topic chosen by the students) (approx. 25%)<br>- 2 general subjects at an advanced level and chosen freely among all the subjects of the *Folkeskole* (approx. 60% of time)<br>- Teaching practice/school-based experience (approx. 15%) | *Lærereksamen Folkeskole* Teaching Diploma |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Upper secondary education<br>*Gymnasium*<br>and<br>*HF*-course<br>(16/17 to 19/20 years of age) | see *Folkeskole* | University plus school-based post-graduate course | University Degree 5 years<br>5 months course in education theory, education studies and at least 120 hours teaching practice in an upper secondary school.<br>The graduates need to be in post to be accepted for this post-graduate course, and it must be taken within the first 2 years of employment | Upper Secondary Teaching Diploma<br>*Pædagogikum*<br>(post-graduate teacher training) |
| Technical and vocational education | Depending on subject taught<br>1. vocational training qualification<br>or<br>2. university degree in teaching subject(s) | *Statens Erhvervspædagogiske Læreruddannelse*<br>(State Institute for the Educational Training of Vocational Teachers) | 500-600 hours.<br>Must be taken within the first 2 years of employment at a vocational school | *Pædagogikum* |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The role of in-service training for teachers is to enable them to maintain and develop the quality of their teaching and their initial training.

### 2. Authorities involved in provision

In-service training for teachers in the *Folkeskole* (local authority primary and lower secondary school) is organised primarily by the Royal Danish School of Educational Studies (*Danmarks Lærerhøjskole*) and by the colleges of education (*Lærer-seminarium*). These are State institutions. Specialised State training institutions, county resource centres, teachers' associations and the Ministry of Education also offer in-service training activities. These activities provide opportunities for in-service training at both regional and national level.

Coordination of the different institutions is informal. In-service training course provision in colleges of education is established in association with other colleges of education and the departments of the Royal Danish School of Educational Studies in the same region. Similarly, in-service training courses in colleges of education and in specialised training institutions are also included in the course programme at the Royal Danish School of Educational Studies.

According to a Ministerial order which came into effect on 1 June 1994, regional committees for teacher in-service training are to be established for each of the fields covered by the individual departments of the Royal Danish School of Educational Studies. These committees are to collect the requests for teacher in-service training from the counties, municipalities and the schools and communicate these to the departments of the Royal Danish School of Educational Studies and the colleges of education in the region and to the national and regional teacher in-service training institutions; to draw up proposals for principles/guidelines regarding priorities, if not all qualified applicants can be admitted to the in-service training courses; and, if possible, in cooperation with other regional in-service training committees, ensure that the supply of courses will in the long run match the registered demand so that courses can be established on a regular basis within all the subjects of the *Folkeskole*.

The Ministry of Education has general responsibility for organising in-service training for teachers in upper secondary general education. The Ministry has set up committees for each subject area and they, in conjunction with the professional associations, offer courses aimed at teachers responsible for these subjects. These training courses are offered at both regional and national level.

The counties must ensure that the schools have the funds to provide in-service training for teachers at the general upper secondary level. In addition, the county resource centres offer courses at regional level, especially in the field of general education.

The governing board of each school is responsible for providing the necessary funds for in-service training in its annual budget.

The head of each school establishes the school's policy on in-service training, the allocation of financial resources to different kinds of training and the distribution of courses among the teachers.

Technical schools now often manage in-service training themselves according to local needs. Most of these training activities are financed by the schools themselves.

## 3. Right to in-service training

Teachers in the *Folkeskole* are free to participate in in-service training activities. Where the number of candidates exceeds the number of places available in the courses organised by the Royal Danish School of Educational Studies and the colleges of education, the municipal authorities establish on order of priority. In finally registering teachers for courses at a training institution, the following points are taken into account: the motives of the teacher, the school and the local authority; the institution's obligation to offer teaching in all subject areas; and each candidate's need for in-service training. Older teachers have priority over teachers with little professional experience.

Teachers attending in-service training courses are replaced by substitute teachers who are paid for by the municipality or the school.

Teachers in upper secondary general education do not have to meet any criteria in order to take part in in-service training actions. The availability of financial resources in the school and an assessment of need by the teachers themselves and by the head teacher will determine whether or not they can participate. Course places are usually allocated equitably among the teachers, assuming that they all wish to participate. On average, each teacher devotes one and half days per year to in-service training.

A new measure now permits teachers to obtain paid leave in order to undertake a longer period of in-service training. (This measure covers all workers and employees in both the private and public sectors.)

## 4. Qualifying training and evaluation

### Qualifying training

The Royal Danish School of Educational Studies offers *Folkeskole* teachers a programme of educational studies that lasts officially for a total of three years and at the end of which a degree is awarded.

For teachers who wish to earn a qualification in special education, the Royal Danish School of Educational Studies offers part-time training for a period of three years. This course can be condensed into two years.

The Royal Danish School of Educational Studies also organises full-time training for a period of three months, which leads to a school librarian's certificate. This course is also offered on a part-time basis.

The Royal Danish School of Educational Studies' training for educational guidance counsellors lasts for two years full-time. This training is also available on a part-time basis, but with periods of full-time training.

The State Institute for the Educational Training of Vocational Teachers (*SEL*), which reports directly to the Ministry of Education, organises a two-year training programme in "vocational education" for teachers in technical and commercial education. Aimed at bringing companies and schools closer together, these courses focus on an analysis of companies' skills needs and on translating these needs into training programmes and teaching methods. The goal then is to allow the teachers themselves to carry out studies of local companies' skills needs. Specialists in the subject from universities and technical institutes also contribute greatly to the programme.

## Evaluation

At the *Folkeskole* and in upper secondary general education, there is no formal assessment of either the teacher or the in-service training system. *Folkeskole* teachers who have participated in in-service training courses receive a certificate.

Participation in in-service training courses has no effect on the salary or the career of teachers in the *Folkeskole* or in upper secondary general education.

## 5. In-service training establishments and trainers

In-service training for teachers in the *Folkeskole* is provided for the most part by the Royal Danish School of Educational Studies and by the colleges of education.

Other State institutions providing specialised training offer teachers courses in such fields as physical education, handicrafts and home economics.

County centres, the Teachers' Association and other professional associations and the Ministry of Education also organise in-service training programmes for *Folkeskole* teachers.

Most trainers for in-service training are teachers in the Royal Danish School of Educational Studies, colleges of education, or are *Folkeskole* teachers who have special experience.

There is no national institution in Denmark which provides in-service training for general upper secondary teachers. Courses are usually organised by professional associations with the assistance of the Ministry of Education.

At regional level, county centres provide some of the in-service training and use part-time trainers.

Teachers' associations usually organise courses in each of the specific subject areas. The trainers are usually recruited from among the members of the teaching staff.

Until now, in-service training for teachers at secondary level in technical and commercial education has been offered in the form of traditional courses organised centrally by the *SEL*. In recent years, however, there has been a structural evolution in the training programmes. In fact, the traditional courses are giving way to training assistance programmes offered to the schools. Schools define their own needs and "purchase" training services in an open market. In this way, the supply of in-service training depends in large part on the demand expressed by the schools.

## 6. Form and content

### Form

The in-service training offered to *Folkeskole* teachers by the Royal Danish School of Educational Studies covers all subject areas and all activities in the *Folkeskole* with the exception of physical education courses and handicrafts.

In recent years, these courses have been offered mainly on a part-time basis. Most of the courses involve between 60 and 175 teaching hours over approximately 30 weeks. The course schedule is organised to allow teachers to continue their professional activities. These part-time courses can, however, in some cases include a brief period of full-time attendance. Some part-time courses can also be organised locally. Such courses are usually offered in schools on the initiative of the school itself or of the municipality. The topics and working methods of these courses are arranged to meet local needs.

The Royal Danish School of Educational Studies offers relatively few full-time courses. Long full-time courses last between three and ten months and involve between 14 and 19 teaching hours per week. Short full-time courses last less than three months and involve five teaching hours per day, which can be offered from Monday to Saturday during one or more successive weeks. The departments of the Royal Danish School of Educational Studies also offer full-time training programmes.

Colleges of education organise part-time in-service training courses involving between 40 and 150 teaching hours. *Folkeskole* teachers also have the option of attending individual courses in initial training programmes where there is space available.

Specialised state training institutions allow teachers to extend their training in physical education, handicrafts and home economics. These courses are generally offered full-time, or part-time during an entire school year, or full-time over varying periods of time.

The content of courses organised by the county centres is set in conjunction with teachers' associations, the Royal Danish School of Educational Studies, municipal authorities, the schools, etc. Training programmes generally involve between three and 20 hours of course work.

The Teachers' Association (*Danmarks Lærerforening*) contributes to in-service teacher training by offering a series of courses on teaching in the *Folkeskole* and conferences which last several days and address contemporary problems.

Other professional associations also organise courses and meetings on teaching matters.

The Ministry of Education offers some in-service training courses on specific topics.

Courses offered to teachers in upper secondary general education can address any aspect of a subject taught.

In most cases, courses take one of the following forms:

- courses on general educational topics organised within the schools for all teachers and normally lasting one day;
- "supervision" in cooperation with colleagues at the teachers' own school and with the support of an external consultant (observation of the activities of one teacher by another with subsequent appraisal);
- educational courses related to subjects taught. At regional level, these course generally last one day. Residential courses lasting three to four days are also organised at national level.

### Content

In general, the following topics have been given precedence at all levels during the last three years:

- individual teaching according to pupils' different abilities;
- use of computers in teaching;
- written presentation;
- oral presentation;
- health education;
- teaching of bilingual children (immigrants).

A large number of courses are offered in the fields of education, general psychology and teaching methods relevant to specific subjects in in-service training for technical and vocational secondary school teachers.

In-service training is always offered in the form of courses, seminars or conferences. Traditional teaching situations, however, are giving way to new educational methods such as interactive teaching, study visits abroad and projects developed in cooperation with local businesses. In-service training now constitutes an integral part of a strategy to develop both the qualifications of the individual teacher and the general profile of the schools concerned. Today learning is being considered as the result of a range of activities rather than participation in courses or formal training.

## 7. In-service training and teacher mobility

Teachers at the *Folkeskole* in upper secondary general education and in vocational education participate in in-service training actions under the LINGUA Programme.

## 8. Statistics

Relationship between supply and demand:

- *Folkeskole*: Precise figures do not exist, but it is estimated that approximately 20 000 individuals participate in in-service training. Generally, a similar number of candidates are turned down.

- Upper secondary general education: In 1992, 77% of the available places were taken up in courses offered by professional organizations in collaboration with the Ministry of Education.

Budget:

- *Folkeskole*: The state spends approximately 100 million kroner on in-service training. Expenses covered by the municipalities come to approximately 300 to 400 million kroner.

- Upper secondary general education: In 1992/93, 17 million Danish kroner were spent on in-service training, of which 7 million came from the Ministry of Education and 10 million from the schools themselves. This represents 0.6% of the entire upper secondary general schools' budgets, or 1 700 Danish kroner p.a. per teacher.

## 9. Reforms / Current debates and trends

Currently, there is a trend towards greater decentralization in the in-service training of *Folkeskole* teachers.

In the in-service training of teachers at the general upper secondary level, priority is given to programmes in the schools themselves in which all teachers can participate at the same time and to "monitoring" activities involving groups of teachers.

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# GERMANY

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications/ Titles |
|---|---|---|---|---|
| *Kindergarten* (1) | At least *Realschulabschluß* or equivalent and completion of a relevant vocational training course of at least two years' duration and/or at least two years of previous vocational experience. | First phase:<br>*Fachschule für Sozialpädagogik* - technical schools for professions in educational social work<br>Second phase:<br>Child and youth service institution or pre-school establishment (e.g. children's home, youth centre, home for the handicapped, kindergarten) | Three-year training programme:<br>- two years of full-time courses at a "*Fachschule für Sozialpädagogik*" (some *Lander* use different names), an upper secondary level institution.<br>- one-year practical in a relevant institution with supervision by the *Fachschule* | State-recognised child-care worker (*Erzieher/ Erzieherin*). |
| Training for teachers in general | General higher education entrance qualification (*Hochschulzugangs-berechtigung*) | First phase:<br>*Hochschule* (university, or technical university), *Gesamthochschule* (teacher training college, college of art, of music or of sport education)<br>Second phase<br>practical teaching training programme in the form of preparatory service in seminaries for teacher training and training schools | | First and second state examination |
| *Grundschule* or primary level (2) | General higher education entrance qualification (*Hochschulzugangs-berechtigung*) | First phase:<br>as above<br>Second phase:<br>as above | First phase:<br>6-8 semesters, primary school theory of education or two subjects plus an optional or major subject (including didactics)<br>Second phase:<br>18-24 months of preparatory service in seminaries for teacher training and training schools | Completion of first phase:<br>First state examination<br>Completion of second phase:<br>Second state examination |

(1) Pre-school education in Germany is not a part of the public school system. Qualified child-care workers in pre-school education are not teachers, but or state-recognized child-care workers (*Staatlich anerkannte Erzieher/Erzieherinnen*).

(2) These teachers have different titles depending on the *Land*.

(3) The instructors responsible for training in the workplace under the "dual system" of vocational training are not mentioned in this document.

| School level | Entrance requirements | Location | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| General teaching careers at primary level and all or individual types of school at lower secondary level (2) | General higher education entrance qualification (*Hochschulzugangsberechtigung*) | First phase:<br>*Hochschule* (university, technical university), *Gesamthochschule*, *Pädagogische Hochschule*, colleges of art, of music or of sport education | First phase:<br>6-8 semesters, primary school or two subjects plus an optional or major subject (including didactics) | Completion of first phase:<br>First state examination |
|  |  | Second phase:<br>practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Second phase:<br>18-24 months of practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Completion of second phase:<br>Second state examination |
| Teaching careers in all or individual types of schools at lower secondary level (2) | General higher education entrance qualification (*Hochschulzugangsberechtigung*) | First phase:<br>as above | First phase:<br>6-9 semesters' study of at least two subjects with concurrent course in science of education | Completion of first phase:<br>First state examination |
|  |  | Second phase:<br>as above | Second phase:<br>18-24 months of practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Completion of second phase:<br>Second state examination |
| Teaching careers in general education subjects at upper secondary level or for the *Gymnasium* (2) | General higher education entrance qualification (*Hochschulzugangsberechtigung*) | First phase:<br>*Hochschule* (university, technical university), *Gesamthochschule*, colleges of art, of music and of sport education | First phase:<br>8-10 semesters study of at least two subjects including didactics and courses in science of education | Completion of first phase:<br>First state examination |
|  |  |  | Second phase:<br>24 months of practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Completion of second phase:<br>Second state examination |
| Teaching careers in vocational subjects at the upper secondary level or in vocational schools (2) (3) | General higher education entrance qualification (*Hochschulzugangsberechtigung*) | First phase:<br>*Hochschule* (university, technical university, *Gesamthochschule*) | First phase:<br>8-10 semesters of pedagogical studies, usually in-depth study of a subject taught at vocational schools, and the study of at least one general subject | Completion of first phase:<br>First state examination |
|  |  | Second phase:<br>practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Second phase:<br>24-months of practical teaching training programme in form of preparatory service at seminaries for teacher training and training schools | Completion of second phase:<br>Second state examination |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

**In-service training for teachers** (*Lehrerfortbildung*) serves to maintain and extend the professional competence of teachers. It helps teachers to meet contemporary demands on their teaching and to ensure that schools can fulfil their mandate to educate children. By participating in in-service training activities, teachers improve and extend the knowledge and skills they need to exercise their profession in the fields of educational theory, psychology and teaching methodology, and in their own subjects.

In this way, teachers will update the skills they acquired during their studies and training; they will learn new teaching skills and become familiar with new knowledge in education and psychology. In-service training also offers teachers the opportunity to maintain contact with their subject and with the professional skills that are necessary in teaching. It should also enable teachers to meet the changing demands on their profession. In-service training is essential for maintaining the efficiency of the schools and their ability to implement innovations in content, methodology and organization in the school system.

**Further training for teachers** (*Lehrerweiterbildung*) seeks to enable teachers to teach a broader or an additional subject area. It also offers teachers an opportunity to acquire the qualifications to apply for another teaching position.

In-service and further training for teachers, like initial training, come within the jurisdiction of the *Länder*. The Ministry of Education and Cultural Affairs (*Kultusministerium*) in each *Land* is responsible for in-service training, as it is the supreme supervisory authority for schools and is usually the employer of those teachers who are civil servants.

In most *Länder*, teacher training and school legislation at *Land* level establishes the goals of in-service training for teachers. Further details concerning the responsibility for in-service teacher training, eligibility, admissions policies and leave of absence for participants in in-service training activities are regulated by decree. Some *Länder* have formulated the basic goals and responsibilities of in-service teacher training in decrees and circulars but have not laid them down in law. The teachers' obligation to pursue in-service training is matched by an obligation on the part of their employer (generally the Ministry of Education and Cultural Affairs) to provide for the further training of civil servants.

In-service and further training for **pre-school** teaching staff (state-recognized and qualified childcare workers, known as *Erzieher*) is considered very important, given the broad range of skills and tasks involved. In-service training at personal and institutional level serves to maintain and extend the *Erzieher*'s professional skills. Systematic further training can give them further qualifications and allow them to specialize in particular social and educational areas, such as remedial teaching and special education, music therapy, teaching through music and games, and combating drug abuse.

There are no laws or legal regulations which deal specifically with in-service and further training for qualified youth and childcare workers. *Erzieher* do not have the status of teachers and they are not civil servants, but employees of the bodies responsible for the individual schools. The *Land* laws on further training, which exist in 11 of the 16 *Länder*, provide basic rules governing the support and organization of in-service and further training for all employees. The *Länder* have decrees and administrative regulations dealing specifically with *Erzieher* and regulate the provision and opportunities for further qualification and specialization at vocational school level (*Fachschule*).

## 2. Authorities involved in provision

The *Länder* divide in-service teacher training into three organizational levels: central, regional and local. In addition, in-service training can be organized either within a school or as directed self-tuition.

All *Länder* - with the exception of Berlin - have established *Land* institutions (*Landesinstitute*) to provide in-service training for teachers at **central level**. These operate as dependent *Land* institutions subject to the Ministry of Education and Cultural Affairs. Central in-service teacher training institutions (a particular *Land* can have several central institutions) are called state academies, *Land* institutions, or academic in-service teacher training institutes, depending on the *Land*. In Berlin, in-service training for teachers is organized directly by the Senator for Schools, Vocational Training and Sport.

At **regional level**, depending on each *Land*, in-service training is organized either by the *Landesinstitut* or by the middle level school inspectorates.

At **local level**, in-service training comes under the responsibility of the school inspectorates at lower level (*Schulämter*).

Schools take responsibility for providing **in-school in-service teacher training** for all or some members of their teaching staff.

Where *Land* institutions are responsible for in-service training throughout an entire *Land*, there is no need to delimit responsibilities. In other cases, the provision of in-service training available at central and regional level is coordinated at *Land* level through, for example, regular meetings or subject-area conferences. In this way, in-service teacher training is provided within a network of cooperation.

In-school in-service training for teachers is organized essentially by individual schools, with support, in some *Länder*, for preparation, implementation and reinforcement, from the in-service teacher training institutions or from advisory staff of the school inspectorate.

In some *Länder*, the content and schedules of in-school programmes are submitted to the Ministry of Education and Cultural Affairs. In other *Länder*, *Land* institutions in cooperation with the school inspectorate also offer in-school in-service training programmes.

In-service training programmes for *Erzieher* are usually organized and provided by central organizations such as associations of promoters of pre-school institutions (e.g. the churches and the workers' social welfare organization, *Arbeiterwohlfahrt*), professional associations and trade unions. These providers are responsible for organizing their own programmes.

## 3. Right to in-service training

In principle, teachers in all *Lander* are required to participate in in-service training. Individual teachers, however, are not required to participate in particular in-service training programmes (with the exception in some *Lander* of certain groups of teachers, such as school heads).

The obligation and the right to participate in in-service training programmes for teachers are not linked to any specific minimum period of employment in the school system.

The criteria for admission to in-service teacher training programmes are stated in the prospectus of each programme, which is regularly published by the Ministry of Education and Cultural Affairs or by the teacher training institutions (or other organizers). These programmes are usually offered for specific target groups (such as teachers in a particular kind of school or at a certain level, for teachers trained in specific subject areas, or for teachers in a particular region).

In principle, all teachers who meet the formal admissions criteria can take part in an in-service training programme if their participation will be relevant to their work and there are no work-related reasons why they should not take part. If necessary, teachers will be released from their teaching duties to participate in in-service training and will continue to receive their salary. The different *Lander* regulate application procedures, arrangements for leave of absence and approval for participation in different ways.

In all *Lander*, when teachers wish to participate in in-service training programmes during school hours, they must apply to be released from their teaching duties. As a rule, the school head or the responsible school inspectorate grants such requests.

In some cases, participants apply directly to the organizer of the training programme; in others, application must be made through school channels, i.e. through the school head and the school inspectorate.

Different *Lander* also select participants in different ways. Where the school inspectorate selects participants, this implies that the applicant will be granted leave of absence.

The classes of teachers who have been released from duties for one or more days, will - wherever possible - be taken over by colleagues, who will provide cover (*Vertretungsunterricht*). It is not always possible, however, to avoid cancelling classes when a teacher is absent.

*Erzieher* - like all employees - are expected to be prepared in principle to take part in in-service training, but participation in in-service training programmes is optional. In *Länder* with laws guaranteeing time off from work for training, *Erzieher* (like all employees) have the right to take part in in-service training programmes with full pay during several (usually five) working days each year. Employers can also require *Erzieher* to participate in in-service training programmes.

Criteria for admission to in-service training programmes for *Erzieher* are stated in the prospectus of each programme. Some programmes require *Erzieher* to have a minimum period of professional experience (for example a minimum of one year's professional employment). In their role as programme organizers, in-service training institutions often select participants in the order in which applications are received.

## 4. Qualifying training and evaluation

### Qualifying training

Programmes which provide additional qualifications - like in-service training programmes for teachers - are provided and organized by the Ministry of Education and Cultural Affairs or by the middle-level school inspectorates and central teacher training institutions. These programmes are intended to prepare teachers to carry out specific functions or to teach courses in subjects for which they were not originally trained. Depending on the *Land* and programme, this further training can also entitle teachers, who take a special examination to supplement their First State Examination, to teach an additional subject area. The relevant courses for this training are often offered by the higher education establishments of the *Land*. Teachers in programmes which do not lead to a supplementary examination before the State Examination Board are generally awarded a certificate to be included in their personnel file.

Further training programmes for teachers usually involve a more extensive period of time and include different courses lasting several hours each week and in some cases additional intensive courses. Participants are relieved of their teaching responsibilities for the duration of these programmes or have their weekly teaching load reduced by several hours (for example by three-and-a-half or eight hours per week for a half or for the whole school year). In these cases as well, required courses will usually be covered by teachers employed at the school.

Examples of the further training programmes available include preparation to qualify to teach in particular types of school, training as a school library or reading programmes adviser, and further training as a guidance counsellor.

The Ministries of Education and Cultural Affairs regulate the criteria for admission to the programmes, the number of course hours and the certificates required for admission to supplementary examinations (*Erweiterungsprüfungen*). Equivalent preparation through participation in further training programmes for teachers can take the place of a degree from a teachers' training college, if it has been recognized as suitable by the Ministry of Education and Cultural Affairs.

The Hagen *Fernuniversität* (Open University) also offers distance-learning programmes to teachers seeking qualifications through further training.

In addition to the usual further training institutions, state-run or private *Fachschulen* for social work (technical schools providing advanced vocational training), and in some cases technical colleges *(Fachhochschulen)* and the Hagen *Fernuniversitat*, are responsible for providing advanced and specialized qualifications for *Erzieher*. Some higher education institutions (*Hochschulen*) offer academic further training opportunities for *Erzieher* in the form of on-campus courses that can be taken while in employment.

The prerequisite for further training at a *Fachschule* is usually *Land* recognition and at least one year of professional employment. To be admitted to study at a *Hochschule*, the applicant must hold an entrance qualification for technical higher education *(Fachhochschulreife)*.

### Evaluation

The *Land* institution sometimes provides an assessment of in-service teacher training in centrally organized in-service teacher training programmes on the basis of reports from course trainers (*Kursleiter*) and seminar participants. Schools sometimes assess in-school in-service training programmes on the basis of questionnaires completed by participants.

In some *Lander*, the *Landesinstitute* carry out special assessment procedures to examine the effectiveness of programmes and to develop them further. Among other things, these procedures assess the teaching approach, organization, structure and results of individual courses.

As a rule, the teachers who participate in in-service training programmes are not evaluated. However, in some *Lander* and in particular in-service training programmes, certificates are awarded, which are included in the teachers' personnel files.

Participation in in-service training programmes has no effect on a teacher's report or salary; however, regular participation in in-service training programmes can be taken into account when a teacher applies for an administrative post (e.g. as a school head).

Those responsible for leading or in some cases for promoting in-service training programmes for *Erzieher* may carry out an assessment.

## 5. In-service training establishments and trainers

Institutionalized in-service training for teachers is usually provided by centrally organized institutions for in-service training and by their branch offices and external units. In some *Lander*, it is also provided at regional and local level by middle and lower level school supervisory boards.

In some *Länder*, central in-service training institutions specifically target expert advisers and counsellors (*Fachberater, Fachmoderatoren*) who, in their role as multipliers, themselves organize and carry out in-service training courses for teachers. In Berlin, the Senate School Administration with its subordinate institutions is especially active in providing in-service training programmes for teachers, but many other *Land* and private institutions also run programmes.

In some *Lander*, the Protestant and Catholic churches provide their own in-service training institutions for Protestant and Catholic religion teachers.

Other *Land* institutions whose responsibilities include in-service teacher training should also be mentioned (e.g. education centres, school psychiatric services, and universities). In addition, there are independent providers, such as foreign cultural institutes (British Council, *Institut Français*) or foundations (such as the *Carl-Duisberg-Gesellschaft*).

In-service teacher training programmes are led by teachers, higher education staff, school heads, *Seminarleiter* (heads of teacher training centres) and other specialists. The teachers are sometimes permanent employees of teacher training institutions or school supervisory boards, but they can also be teachers delegated by their schools or teachers who provide in-service teacher training in addition to their normal teaching. In Saxony-Anhalt, expert advisers (*Fachbetreuer* or *Fachmoderatoren*) organize regional and local in-service teacher training. These are teachers, who, in addition to their normal teaching responsibilities, undertake the planning, implementation and assessment of in-service teacher training for a specific function or subject area (such as environmental awareness). For their work as advisers, these teachers' teaching load is reduced by three to four hours per week. This system has proved successful in view of the huge demand for in-service teacher training in one of Germany's new *Lander*.

Programmes for *Erzieher* are provided by in-service and further training institutions set up and maintained for this purpose by the state, the churches and other providers of pre-school education. These in-service training institutions usually specialize in in-service training in the social and educational field (*Sozialpadagogie*).

## 6. Form and content

### Form

In-service teacher training programmes usually take the form of seminars, but there are also working groups, meetings, study trips and colloquia.

In-school programmes can be held informally as open sessions or seminars, or as closed meetings (*Klausurtagungen*).

It is also possible to obtain in-service training through distance-learning courses. Such courses are developed and made available above all by the German Institute for Distance-learning Courses (*Deutsches Institut fur Fernstudien*) at the University of Tübingen.

In-service training programmes for teachers may take place for several hours in the afternoon or evening or can last for up to several days. Centrally organized in-service training programmes often last for two-and-a-half to five days; regional programmes can be offered as a series of full-day programmes, as a one-day programme, or as a series of afternoon and evening courses once or several times per week. In-school in-service training usually takes place in the afternoons or evenings. However, full-day programmes lasting from half a day to several days per school year are also offered.

In-service training programmes are offered throughout the year. The courses on offer are announced in programmes published once or twice a year.

### Content

The following areas are most commonly covered in these in-service training programmes:

- a subject area;
- a type of school;
- particular functions;
- particular individuals.

An unusually wide range of topics is addressed. Examples of subjects which receive special emphasis include nature conservancy and environmental protection, intercultural learning, health education, new technologies and career counselling.

In-service training programmes can target specific groups of teachers (such as those who teach foreign children, school heads and teachers in institutions offering a "second chance" to earn the *Abitur* diploma - *der zweite Bildungsweg*).

In-service training programmes for *Erzieher* usually take the form of seminars organized as day or block seminars which, depending on the topic, can be supplemented by practical exercises or by observation of classes. A certificate is often awarded to participants in an in-service training programme.

The main themes of in-service training programmes for *Erzieher* are problems concerning the content and methodology of pre-school education (such as educational concepts, problems with and the improvement of practical work, and social learning in *Kindergärten*), legal problems and conditions affecting the work of *Erzieher* (such as the social problems of parents and unemployment among parents). Altogether, a broad range of topics is covered; for example, there are also programmes which compare pre-school education in Germany and in other countries.

## 7. In-service training and teacher mobility

Some in-service teacher training programmes - especially those for foreign language teachers - are organized in the context of international exchange programmes. Some *Länder* are active in the LINGUA Programme.

No information is available concerning the mobility of *Erzieher*.

## 8. Statistics

The ratio of supply to demand differs among the *Lander*. In some *Lander*, supply and demand are in balance; in others, demand outstrips supply

## 9. Reforms / Current debates and trends

Individual *Lander* (including Lower Saxony, Berlin, Baden-Württemberg and Rhineland-Pfalz) are developing new concepts for specific aspects of in-service teacher training. The aim is to increase the effectiveness of in-service training and to convince as many teachers as possible to participate. Given constantly changing social conditions, a wide choice of in-service training programmes is needed if teachers are to be able to serve their pupils' interests.

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# GREECE

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>*Nipiagogeio*<br>(3 ½ to 5 ½ years of age) | Upper secondary school (*Lykeio*) leaving certificate (*Apolitirio*)<br>plus<br>pass in the university entrance examination (*Genikes Exetaseis*) | University (Department of Nursery Education) | 8 semesters (4 years)<br>Educational theory, teaching methods, general education subjects such as educational sciences, didactics, arts, music, sports, maths, physical education, puppet theatre, etc. practice | University degree (*Ptychio tou Pedagogikou Tmimatos Nipiagogou*)<br>or<br>*Ptychio Nipiagogou* of the former Institution of Nursery Teacher Training<br>*Nipiagogos* |
| Primary education<br>*Demotiko Skolio*<br>(5 ½ to 11 ½ years of age) | as above | University (Department of Primary Education) | as above | University degree (*Ptychio tou Pedagogikou Tmimatos Demotikis Ekpaidevis*)<br>or<br>*Ptychio Daskalou* of the former College of Education (*Pedagogiki Akademi*)<br>*Daskalos Daskala* |
| Secondary education | | | | |
| Lower secondary education<br>*Gymnasio*<br>(11 ½ to 14 ½ years of age) | as above | University<br>or<br>University<br>plus<br>*PATES*** (College of Education for Technical School Teachers) | 8 to 10 semesters (4 to 5 years) academic training in one discipline, teaching methods and pedagogical elements in 3rd-4th year of university course (for teachers in specialised subject areas + 6 months seminary at the *PATES*) | University degree (*Ptychio*) entitles the holder to teach<br>or<br>University degree (*Ptychio*) + *PATES diploma*<br>*Kathigitis/Kathigitria* |
| Upper secondary education<br>General *Lykeio*<br>(14 ½ to 17 ½ years of age) | as above | as above | as above | as above |
| Technical Vocational *Lykeio* (*TEL*)*<br>(14 ½ to 17 ½ years of age)<br>Comprehensive *Lykeio* (*EPL*)*<br>(14 ½ to 17 ½ / 18 ½ years of age)<br>Technical Vocational School (*TES*)*<br>(14 ½ to 16 ½ years of age) | as above | University<br>or<br>University<br>plus<br>*PATES***<br>or<br>*TEI* (Technical Education Institution)<br>plus<br>*PATES***<br>or<br>*ASETEM*** (College of Education for teachers of engineering sciences)<br>** *PATES* and *ASETEM* are 2 schools operating within the *SELETE* (see text) | - at the university: 8-10 semesters academic training in one discipline teaching methods and pedagogical elements in 3rd-4th year of university course (for teachers in specialised subject areas + 6 months seminary at the *PATES*)<br>- at the TEI: 7/8 semesters technical training + at the *PATES*: 1 year pedagogical teacher training course<br>- at the *ASETEM*: 8 semesters technological and pedagogical training | University degree (*Ptychio*) which confers entitlement to teach<br>or<br>University degree (*Ptychio*) + *PATES diploma*<br>or<br>*TEI* degree (*Ptychio*) in a technical or technological subject area<br>+ *PATES diploma*<br>or<br>*ASETEM* degree (*Ptychio*)<br>*Kathigitis/Kathigitria* |

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* The initial training of teachers for technical vocational *Lykeio*, comprehensive *Lykeio* and technical vocational schools is identical

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

In-service training of teachers in Greece may take one of two forms.

1.1 **Compulsory training** which includes the following elements:

- Introductory training of candidates for teaching posts or of young teachers before they take up a first teaching post. The aim is to renew and update their theoretical and practical training, bring their knowledge and teaching methods into line with the realities of teaching, and familiarise them with scientific and educational issues relevant to their profession (Law 1566/85 on the structure and operation of primary and secondary education and other provisions).

- Six or twelve months of training at the College of Education for Technical School Teachers (*PATES*) of the College for In-Service Training of Technical and Vocational Teachers (*SELETE* at Athens and Thessaloniki). This is only for graduates of the universities, polytechnics and institutes of technology, prior to their appointment either to a secondary school, and more particularly in technical and vocational education (technical and vocational *lykeio*, technical and vocational schools and comprehensive *lykeio*), or to training schools under the manpower and employment agency. This does not however apply to graduates in general subjects such as languages, literature, maths, physics, theology or physical education. The *SELETE* also provide educational and technological in-service training aimed at updating the knowledge of teaching and non-teaching staff in Technical and Vocational Education.

- Periodic training of 3 months' duration organized twice a year, in which teachers must participate every five or six years, with the aim of keeping them informed of developments in their specialized fields, of new curricula and of updating their teaching methods. This training must be as comprehensive as possible to enable the teachers to carry out their duties as effectively as possible (Law 1824/88 on the regulation of educational matters, and other provisions).

- Special short in-service training programmes in connection with educational reforms and innovations, changes in school curricula, and the introduction of new subjects, new teaching methods and new textbooks (Presidential Decree 250/92).

1.2 **Optional training** of which there are several types.

- A two-year course is provided at the Marasleio Teacher Training College, for nursery and primary school teachers under the age of 40 with at least five years' teaching experience. This course is aimed at training teachers for senior posts in the profession. It focuses on research and the scientific study of subjects relating to psychology, education, and primary education policy (curricula, textbooks and materials, and the inspection, organization and administration of education).

- There are short seminars on specific subjects of general interest (nutrition, environment, Europe, health, theatre, etc.) (Law 1566/85).
- Special short seminars are organized by the *SELETE* for in-service training in the fields of education and technological training (seminars for training teachers in computers, environmental education or updating their knowledge of their subject, etc.).
- There will be one-year training courses at specialized schools for voluntary in-service training (training in teaching theory and methods for primary and secondary level teachers, but not yet operational) (Presidential Decree 235/93).

## 2. Authorities involved in provision

The Ministry of Education is responsible for in-service training at national (central) level. It defines the priorities, sets the objectives and decides on the form and content of training and drafts the relevant legislation.

As the main consultative body at national level, the Pedagogical Institute gives its opinion on the requirements, form and content of in-service training. It is responsible for drafting the laws and presidential decrees relating to forms of training, training programmes and methods of evaluating in-service training.

The in-service training institutions - the regional centres for in-service training (*PEK*), the Marasleio Teacher Training College (*MDDE*), the College for In-Service Training of Technical and Vocational Teachers (*SELETE*) etc. - are responsible for the implementation of the forms of training and training programmes which are established at national level.

In particular, the in-service training seminars which are conducted by other bodies, such as the universities (*AEI*), the institutions of technological education (*TEI*), the *SELETE*, and the school advisers, are organized with the assistance of the relevant bodies and the Ministry of Education.

The legislation specifies the responsibilities of the various bodies in accordance with the administrative organization of the education system. The Ministry of Education is responsible for planning and managing the expenditure of all forms of in-service training, whilst the regional bodies play an executive role.

## 3. Right to in-service training

The training organized and provided by the regional centres for in-service training is compulsory. It consists of introductory courses and periodic training in specific subjects.

Introductory training is a step towards appointment as a teacher and takes place in the year before taking up a post.

Periodic training is for teachers with from 5 to 25 years of teaching experience. During their training, permanent teachers are replaced by teachers who have undertaken introductory training but have not yet been appointed

The training provided by the Marasleio Teacher Training College is optional. Selection is by competition and is open to pre-school and primary school teachers who are not more than 40 years old, and who have at least five years of teaching experience.

The various in-service training seminars are optional. Those interested in participating must submit an application. The selection of candidates is based on criteria such as length of service, previous participation in similar seminars and so on.

One-year in-service training courses in specialized schools will be optional; these have not yet come into force.

The *SELETE* provides educational and technological training and in-service training for teachers in Technical and Vocational Education; it is the only institution in Greece with this function.

Two schools operate within the *SELETE*:

- the *PATES* (College of Education for Teachers of Technical and Vocational Education) in Athens and Thessaloniki;

- the *ASETEM* (College for Teachers of Engineering Sciences), the college in Greece which produces teachers who throughout their four-year course have followed technological education in all years in parallel with their teacher training, equivalent to three years of technological education in their specialization and one year of teacher training. The *ASETEM* comprises four departments of training in engineering sciences:

    - Mechanical Engineering
    - Electrical Engineering
    - Electronic Engineering
    - Civil Engineering (divided into two branches - Structural and Transport)

Admission to the *ASETEM* of the *SELETE* is through the national entrance examinations for *AEI* and *TEI* (institutes of technology).

In addition, in the *SELETE* (Athens and Thessaloniki), in accordance with Article 29, paragraph 9 of Law 1566/85, an in-service training centre has been created for teachers who have graduated from certain departments of Universities (Economics, Sociology, Law and Political Science, Medicine, Pharmacy, Agriculture etc.) and for graduates of various *TEI* faculties.

In the *SELETE* it is possible to organize special programmes of pedagogical and technological in-service training (*PILOT*) in the *PATES* and the *ASETEM* which should operate in special departments of the in-service training centres for teachers of vocational education, in order to support the decentralized implementation of those programmes of educational and technological in-service training which have been devised and applied in the *SELETE*.

The College of Education for Teachers of Technical and Vocational Education (*PATES/SELETE*) which is a post-graduate institution, as mentioned above, also provides initial teacher training and awards a teacher training qualification in all the subjects of graduates of University and Polytechnic faculties, *TEI* and Secondary Vocational Education. This *PATES* qualification has been, for 25 years, the formal qualification and pre-condition for appointment to a post in secondary education.

Courses in the *PATES* and the *ASETEM* are compulsory.

As from 1982, admission to the *PATES/SELETE* is on the basis of an objective and merit-based selection system, which takes the form of an assessment and grading on a pre-determined scale of the formal and other qualifications of the candidates (class of degree, post-graduate studies, knowledge of foreign languages, and any other diplomas and professional and teaching experience).

## 4. Qualifying training and evaluation

### Qualifying training

The form of compulsory training known as introductory training, provided in the regional centres, leads to the formal appointment of the teacher and taking up of a post.

Presidential Decree 250/22 of 18 August 1992, which refers to the Regulation of Compulsory In-service Teacher Training etc., stipulates that the teacher training followed by *PATES* graduates must cover the compulsory introductory training provided in the regional centres, which is necessary for appointment as a teacher of general subjects (eg. philologists, mathematicians etc.), and they are therefore exempt from the introductory training provided in the regional centres.

### Evaluation

Assessment of the in-service training system is carried out by:

- the teachers in the regional in-service training centres, during classes and practical exercises and workshops;
- the coordinating council or administrative body of the school, or other body responsible for in-service training, on the basis of the teaching staff's assessments;
- the school advisers who assess the teachers after their in-service training;
- the Pedagogical Institute which makes an assessment at national level on the basis of the observations and proposals made by the schools or other competent bodies in the in-service training field.

The assessment of teachers during their training is carried out by the teacher trainers, on the basis of their participation in activities, discussions and courses and of their results in practical exercises and examinations.

The assessment of teachers undergoing training in the regional in-service training centres, or the Marasleio Teacher Training College, has no bearing on their salaries or careers.

## 5. In-service training establishments and trainers

In-service teacher training may be provided by the following:

- individual schools (by the head teacher and educational advisers);
- the 16 regional in-service training centres (*PEK*), by highly qualified staff paid on an hourly basis;
- the universities (*AEI*) (by members of the academic teaching staff);
- the institutions of technological education (*TEI*) (by members of their academic teaching staff);
- the College for In-Service Training of Technical and Vocational Teachers (*SELETE*) (by members of the academic teaching staff);
- the Pedagogical Institute (by advisers and deputy advisers attached to the Pedagogical Institute);
- the Marasleio Teacher Training College in Athens (by highly qualified teaching staff).

## 6. Form and content

### Form

Introductory training includes three months of study at regional in-service training centres, followed by a six-month placement as a supply teacher. This takes place once before appointment.

Periodic training is provided in regional in-service training centres. The candidate attends lectures on theory and is involved in practical exercises. It is foreseen that each teacher will be called upon to take part in periodic training once every 5 to 6 years, that is, three or four times during his or her career.

Training provided by the Marasleio Teacher Training College, and spread over two years, may only be taken once.

Short seminars, of from two to ten days, are organized at irregular intervals.

In-service training may take the form of lectures, seminars, short courses, practical exercises, workshops or individual or group work.

Teachers are paid whilst participating in introductory training.

Teachers currently in service who attend the Marasleio Teacher Training College or follow periodic training are considered to be on secondment; they continue to receive their salary and are replaced by supply teachers.

Teachers attending the short seminars take time off from their teaching duties for a few hours, or attend outside their working hours.

## Content

The following provides an indication of the subjects which have been covered over the last three years.

Introductory training:
- General theory and practice of education;
- Structure and organization of the education system;
- General issues and current problems;
- Education and psychology;
- Teaching methods;
- Practical exercises.

Periodic training:
- As above, but at a more advanced level.

Special in-service training programmes
- Philosophy of education;
- Sociology of education;
- Educational theory;
- Psychology;
- Special teaching;
- Teaching practice in schools.

Voluntary training:
- Theory and practice of education;
- The organization and administration of education;
- Scientific and educational guidance for teachers.

Short seminars:
- Relating to specific subjects.

The compulsory (initial) teacher training in the *PATES* of the *SELETE* covers the following subjects: teaching methods; teaching vocational subjects; educational technology; educational assessment; vocational psychology; educational psychology; developmental psychology; educational research; the organization and administration of education; the principles of organizing vocational education/training; the philosophy and sociology of education; the organization of school workshops; human relations in the school; computers in education; vocational guidance; subjects and workshops; special subjects; technological subjects at *Gymnasia*; law and economics; teaching practice.

The *SELETE* also organizes programmes and seminars in special subjects which are not included in initial compulsory teacher training, but are included in the school curricula, such as environmental education, new technologies, subjects in technical vocational education, vocational guidance, computer science in education, the European dimension, and other special subjects.

The *ASETEM* study programme includes subjects in the areas of general education, technology, specializations and theory of education. The technological subjects of the specializations are equivalent to the specialist subjects of the Polytechnics and the *TEI*, and the pedagogical subjects are equivalent to the one-year courses of the *PATES*.

Some in-service training programmes are aimed at specific groups of teachers, such as those teaching children of Greek parents returning from abroad, or pupils with special needs.

- The Marasleio Teacher Training College organizes a special two-year programme for teachers who wish to teach in schools providing special education.

- Through short seminars, an effort is being made to provide teachers working in schools for children of Greek parents returning from abroad with information on their pupils' specific problems.

There are in-service training programmes dedicated to specific topics such as the European Dimension, the new technologies, technical education, psychology, etc. The programmes provided in the regional in-service training centres and at the Marasleio Teacher Training College deal with specific subjects such as the European Dimension, health, the environment, the theatre, or the learning difficulties of pupils.

## 7. In-service training and teacher mobility

In-service training and teacher mobility can be provided for in the framework of programmes of one or more days and in those of international and European organizations, such as UNESCO, the Council of Europe or OECD.

Foreign teachers who are following in-service training in the regional training centres, the Marasleio Teacher Training College, or the College for In-Service Training of Technical and Vocational Teachers (*SELETE*) may be eligible for long- and short-term study grants.

The programmes referred to are limited in scope. Greece would, however, like to see them extended at bilateral, multilateral and Community level under the Maastricht Treaty.

## 8. Statistics

Because all teachers specializing in a general subject (literature, mathematics, physics, theology, physical education, foreign languages, etc.) must undergo compulsory introductory training in a regional training centre before appointment, participation is 100%.

Because the teacher training qualification of the *PATES* is essential for appointment for all teachers who have not specialised in general subjects, they must take the course and participation is therefore again 100%.

Within five to six years, all teachers will have followed periodic training. It is estimated that each year 14% of teachers with from 5 to 25 years' service, or 15 to 20% of all teachers, participate in this training.

## 9. Reforms / Current debates and trends

a. Development of training centres:

- The teacher training establishments providing one-year courses for primary (*ELDE*) and secondary (*SELME*) school teachers ceased to exist as from 1 July 1992.

  These establishments have been replaced by the regional in-service training centres.

  Fourteen regional in-service training centres have been established since 1992. In 1993, two new regional in-service training centres were created. Some 4 800 primary and 4 000 secondary school teachers enter these new centres every year.

- The College for In-Service Training of Technical and Vocational Teachers (*SELETE*) continues to provide the initial and in-service training of teachers of vocational and technical education.

- Two voluntary in-service training schools have also been established, one in Athens, the other in Thessaloniki. Their operation is governed by a Presidential Decree, which determines their titles, aims, administrative bodies, curricula, assessment methods and the qualifications they award.

b. The main priorities at present are:

- the restructuring of in-service training provided by the Marasleio Teacher Training College;

- amendment of the legislation relating to compulsory education, on the basis of two years' experience of the regional in-service training centres;

- the possibility in-service training for school teachers being transferred to establishments of higher education or the universities (*AEI*).

c. The in-service training system which has been in operation since 1992/93 makes introductory training compulsory for two reasons:

- on the one hand because most teachers, especially in secondary education, have insufficient professional training;

- on the other hand, because an interval of as much as 8 to 10 years may elapse between the time teachers complete their studies and their appointment to teaching posts.

In addition, the periodic in-service training programme is drawn up on the basis of the needs of teachers, arising largely from their inadequate professional training, and to some extent from the rapid changes and innovations which have occurred at school level, such as new technologies, modern teaching methods and techniques, etc. The gaps in teachers' knowledge, the ever-changing requirements of school curricula, and the tendency to broaden the teacher's role, form the basis for the organization and provision of the various training programmes.

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# SPAIN

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>*Educación Infantil*<br>(0 to 6 years of age) | See primary school with its specializations | | | |
| Primary education<br>*Educación Primaria*<br>(6 to 12 years of age) | Upper secondary certificate (*BUP*) followed by a one-year preparation course for entry to higher education (*Curso de orientación Universitaria - COU*) | Teacher Training Colleges (*Escuelas Universitarias de Formación del Profesorado*) which are integrated into the universities | 3 year concurrent course combining academic subjects with general science of education and a specialization<br>- common subjects: psychology, science of education, sociology, educational institutions and theories etc.<br>- subjects according to specialization: Nursery school, primary school, foreign languages, physical education, music education, special education, speech therapy | Diploma for teachers of Basic Education (*Diplomado en Educación General Básica*)<br>Since 1993 the title of *Maestro* |
| Lower (Compulsory) Secondary Education<br>*Educación Secundaria Obligatoria - ESO*<br>(12 to 16 years of age)<br>Upper Secondary Education<br>*Bachillerato*<br>(16 to 18 years of age) | University degree<br>(4 or 5 years)<br>*Licenciatura* | University and post-graduate Institute of Education Sciences (*Instituto de Ciencias de la Educación*) or a similar institution for one year to obtain a professional diploma of teaching specialization | A 4-5 year concurrent course plus one year's teacher training | Degree plus a professional diploma of teaching specialization<br>*Profesor de Enseñanza Secundaria* |

## 2. IN-SERVICE TEACHER TRAINING

### 1. Legislation and aims

The following are the current aims of in-service teacher training:

- to support training relevant to the implementation of *LOGSE* (Basic Law of 1990 on the General Structure and Organization of the Education System);
- to consolidate structures and rationalize the training system;
- to improve planning methods and encourage teachers to participate;
- to improve the quality of training provision;
- to promote the organization of activities based on cooperation agreements.

The official texts on this subject are the Plan for educational research and teacher training (Ministry of Education and Science, Madrid, 1989) and the Annual Plan for in-service teacher training, school year 1993/94 (planning document, Sub-Directorate-General for teacher training, Ministry of Education and Science, Madrid, 1993).

### 2. Authorities involved in provision

According to Article 56.2 of *LOGSE*, the education authorities are responsible for in-service teacher training and for their own training centres, in particular the universities, teachers' centres (*CEP*), and the Institutes of Educational Science (*ICE*) (see details under point 5).

The framework plan for the in-service training of teachers was approved in 1989. The plan incorporated the various proposals put forward by the education administration and teachers' unions as regards training and aid for further professional training. The further training model set out in the framework plan is based on a diversification of strategies and types of training.

Following publication of the framework plan, annual plans were drawn up for 1990/91, 1991/92 and 1992/93.

The Ministry prepares guidelines, on the basis of which provincial teacher training plans (*PPF*) are developed. These plans reflect a decentralized approach to planning, and their primary objective is to respond to the training needs of teachers, while taking into account the requirements imposed by the reform of the education system at provincial level.

All the initiatives and efforts of the bodies whose main responsibility is the training of teachers are brought together in preparing the provincial plan. Drawn up on an annual basis, provincial training plans establish the priorities for action and coordination of resources and incorporate the programmes prepared by each Teachers' Centre (*CEP*). These plans combine, in an organised form, all the proposals for activities to be carried out during the year.

## 3. Right to in-service training

The provisions of Article 56.2 of the *LOGSE* specify that "In-service training constitutes a right and an obligation for the entire teaching profession ... . Teachers must participate regularly in training activities designed to bring their knowledge of the field, and their teaching and professional skills, up to date in schools, training facilities, and, in the case of teachers of vocational courses, in companies."

Teachers taking part in training programmes are replaced. In cases where in-service training takes place during school time and is of long duration, teachers in public schools are replaced by public service teachers of the same level who are waiting for a permanent appointment or by teachers under contract (known as interim teachers) who are subject to the respective provincial administration. When in-service training is of short duration, teachers may be replaced by colleagues within the same school, provided that their teaching timetables are compatible.

## 4. Qualifying training and evaluation

### Qualifying training

Participation in in-service training not only influences teachers' careers but also their remuneration in the new system. The following are examples of this.

- The in-service training undertaken by teachers is specifically taken into account when they apply for a transfer from one post to another. Credit is awarded for completing a doctorate, obtaining other university degrees and certificates (for teachers who require special training in languages, music, or dance), successfully completing a training, further training or innovation course, or following other training or retraining activities in the field of education, including participation in the experimental or initial implementation of the new education system and its development.

- At the same time, in-service training influences teachers' salaries. The Council of Ministers' Agreement of 11 October 1991, which regulates supplementary remuneration for teachers at the primary and secondary levels, in vocational training, and in art and language schools, establishes a new system of remuneration for teachers in the public school system. The new system allows for salary increases during professional employment, amongst other things for participation in in-service training activities. Specifically, it has been possible since October 1992 for a teacher to receive a salary increase, every six years, for participating in in-service training. In order to receive this increase, teachers must provide proof of participation in at least 100 hours of training.

### Evaluation

Training credits represent a unit of measurement to give recognition to the time devoted to preparation, the quality of work, and the level of participation in in-service training activities according to the criteria below.

- For courses and seminars, one training credit will be granted for each session of 8 to 12 hours effectively devoted to training. Under no circumstances can more than 25% of the credits awarded for work in a course be given for hours spent working at home, except in the case of distance learning courses. The exact number of credits to be awarded will be included in the description of each course.

- The organizing body determines in advance the number of credits to be awarded to work groups according to the project involved. Each member of the group can receive a maximum of ten credits a year. An assessment committee distributes the credits awarded to the work group according to the level of participation and functions of each member.

- The *CIDE* (Centre for Research and Educational Documentation) is responsible for assessing research activities; it grants the credits to be awarded to candidates on the basis of the quality of their work, results and participation. Each member of a research team can receive a maximum of ten training credits a year.

Training credits can also be awarded to individuals who follow courses at a university or equivalent institution which are not a prerequisite for gaining employment as a teacher.

For example, for first cycle (undergraduate) university degrees, 30 credits are awarded for certificates of technical engineers or technical architects; 30 credits for courses leading to second cycle (Masters') degrees in engineering and architecture; for degrees at third cycle, 30 credits for completion of the entire doctoral course and 30 credits for receiving a doctorate. In addition, 10 credits are awarded for obtaining qualifications in special subjects (music and dance at intermediate level) and 10 credits per cycle for language courses.

The system for assessing in-service teacher training is as follows.

- Assessment is participatory: assessment criteria are made clear before the course and the proposed system of assessment is considered provisional and subject to improvement as it is applied in each new context.

  The assessment system allows for genuine participation by all those who are involved in one way or another in the implementation of the framework project for teacher training.

- All variables are covered by the assessment: the educational administration considers it necessary to develop self-assessment in the courses, both by those responsible for the courses and by the teachers who take part in them. Special documentation makes it possible to guide the assessment of the different phases of each course, and the involvement of external assessors when the nature of the problems encountered makes this necessary.

- Assessment is specific and coordinated: the diversity of the projects, courses, and activities in in-service training is so great that it would be impossible to conceive of a single and homogeneous assessment system. It therefore seems appropriate to establish complementary assessment systems, formed by teams both internal and external to the activities and based on research projects designed to assess the general characteristics of training.

- Assessment is contextual: the specificity of the assessment also makes it necessary to take into consideration the particular context of each activity. The decentralization of in-service teacher training makes it possible to take into account to a great extent the regional and local contexts in which courses must be assessed. Specific cultural aspects, the varying degrees of adjustment by teachers, and differing ease of access to libraries and training centres all exert a significant influence over the characteristics of the courses and activities that must be assessed.

- Assessment must also increase effectiveness: although the assessment system as a whole places the emphasis on an analysis of the training process, the results cannot and must not be left out of the assessment. On this point, it is necessary to confront the still controversial problem of assessing effectiveness in the broadest sense of the word. The level and nature of the objectives and the time required to achieve them must be assessed in terms of educational, social, and economic effectiveness. A desire for effectiveness, however, must not force us to transform the education system and the teaching profession into simple technical elements that can be rationalized mechanically. What differentiates a school from a factory or business is, amongst other things, the fact that it has educational objectives which cannot be reduced to terms of strict economic profitability. In this particular case, it is necessary to assess the effects of the different forms of in-service teacher training on teachers, schools and pupils.

## 5. In-service training establishments and trainers

The following public institutions are responsible for providing in-service teacher training - teachers' centres, university departments, and university institutes of educational science and equivalent institutions. In addition, there are associations, professional organizations, and private institutions which provide in-service teacher training courses, in particular bodies such as official colleges, teachers' unions, professional associations, and "movements for educational reform".

The teachers' centres (*CEP*) were created by Royal Order No 2112 of 14 November 1984. These are the preferred instruments of in-service teacher training at the non-university level. They are attached to the Ministry of Education and Science (*MEC*). The education administrations of the autonomous communities which have full and effective authority in these matters have similar institutions in their jurisdictions. The *CEP*s are made up of members of the teaching, administrative and technical staffs. The director, assistant director, and secretary are all teachers, as are the in-service training counsellors responsible for the organization and technical administration of the courses and their assessment and control procedures. In-service training counsellors are required to be qualified teachers with wide professional experience not only in schools but also in innovation activities, in bodies such as work groups and on-going seminars.

Universities are responsible for initial teacher training and are research institutions *par excellence*, two characteristics which link them directly to in-service training. The relationship between initial and in-service training must be seen in a broader context which lends coherence to the professional life of the teachers.

The Basic Law on the Reform of the Universities establishes their autonomous character.

Along with other agencies of the Ministry of Education and Science, they organize meetings to discuss skills, functions, qualifications, and resources.

## 6. Form and content

### Form

In-service teacher training activities take three basic forms: courses, seminars, and work groups. Course curricula focus on technical, cultural, academic and teaching themes and are based on the contributions of specialists. Seminars are organized around a working proposal and are designed to advance the study of specific teaching problems. They are based on the contributions of the participants themselves and the exchange of experiences and knowledge constitutes the normal working procedure. Teachers form work groups at their own initiative. Within these, teachers form a consensus on the basis of their own teaching experience and formulate and experiment with elements that could be introduced into the curriculum.

Providing certain conditions are met, research activities and courses leading to university degrees and special teaching qualifications (music, dance, and languages) may also be considered as training activities.

### Content

The following are some of the training activities described in the "Reports on In-service Teacher Training Activities" over the last three years:

- training in schools: reviews all the activities likely to take place in a school and includes the school's entire teaching staff;

- different types of academic and didactic refresher courses: these courses are designed to bring teachers up to date (courses from 20 hours or less to 150 hours or more) and they assume the coordinated involvement of representatives from the three authorities that make up the training system: the teachers' centres, the provincial directorates, and the Sub-Directorate General for teacher training of the Ministry of Education and Science. Other agencies of the Ministry also participate in certain specific training courses, such as the Sub-Directorate General for regulated vocational training;

- work groups and on-going seminars: these address a wide range of topics including the educational basis of the course, pre-school and primary education, different areas of the course, recurring themes, specific educational needs, and adult education in a rural setting;

- training courses for language teachers: these include additional training courses for language teachers in primary education, summer courses abroad and in Spain, and participation in the LINGUA Programme;

- training courses for members of schools' administrative teams;

- training courses for vocational training teachers;
- training courses for teachers of technology in compulsory secondary school;
- training courses for educational psychology services, guidance, and pastoral care;
- special courses: training for trainers participating in training courses for adults, in compensatory education, in co-education, in health and environmental education, in cooperation between the press and the school, and in introducing new information and communication technologies;
- international courses: training for Latin-American teachers, training Spanish teachers abroad, courses and seminars organized by the Council of Europe;
- self-tuition courses for teachers: leave of absence granted to teachers who return to study, economic assistance available to individuals;
- training for staff working in the in-service training network.

## 7. In-service training and teacher mobility

The Sub-Directorate General for teacher training plays a role in certain international courses, in particular in the training course for Latin-American teachers and their own trainers, in training for Spanish teachers abroad, and in the Council of Europe's courses and seminars in Spain.

With a view to the opening up of Europe and a growing awareness of European issues, day courses have also been organized annually in order to make teachers familiar with the functioning of Community institutions and to provide an introduction to training in European issues.

## 8. Statistics

The budget allocated to teacher training and retraining in 1992 came to 0.94% of the annual budget allocated to education by the education authorities (Source: Planning Office of the Sub-Secretariat of the Ministry of Education and Science).

Participation rates have increased in recent years. Thus, surveys show 40 421 teachers attending training activities in 1989/90 and 91 383 in 1992/93 in the territory under the jurisdiction of the Ministry of Education and Science. This corresponds to a participation rate of 52.5% for the latter year, out of a total of 174 097 teachers.

## 9. Reforms / Current debates and trends

There are currently no new proposals to reform in-service teacher training. On the other hand, one can see the effects on in-service training of the general education reform now being applied to non-university studies (implementation of *LOGSE* of 1990).

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# FRANCE

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>*Ecole maternelle*<br>(2 to 6 years of age) | *Licence*<br>or other diploma obtained after at least 3 years of post-secondary education | *IUFM** (university) | Students who choose to prepare for either the competition for primary school teachers or one of the competitive recruitment examinations for secondary teaching (see list in column 5) may receive a year of preparatory training in an *IUFM* | *CAPE**/*Professeur des écoles* |
| Primary education<br>*Ecole élémentaire*<br>(6 to 11 years of age) | *Licence* (idem) | *IUFM*<br>(university) | If they pass, the students are appointed as teacher trainees and are required to take a one-year teacher training course at an *IUFM*, including a teaching practical comprising independent teaching and a dissertation | *CAPE**/*Professeur des écoles* |
| Secondary education<br>*Collège*<br>(11 to 15 years of age) | *Licence* or other diploma awarded after 3 or 4 years of post-secondary studies 1) | *IUFM*<br>(university) | Teacher trainees in technical and vocational *lycées* must also complete a placement in industry | *CAPES**/*Professeur certifié de l'enseignement secondaire*<br>*CAPEPS**/*Professeur certifié d'éducation physique et sportive* |
| | *Maîtrise*<br>or other diploma obtained after 4 years of post-secondary education | | Training for teachers wishing to take the competitive examination for *agrégation*: special intensive preparation followed in the second year by teaching practice with responsibility for a class in a *lycée* and additional training where necessary | *Agrégation*<br>*Professeur agrégé* |
| Secondary education<br>*Lycée d'enseignement général et technologique*<br>(15 to 18 years of age) | as above | *IUFM*<br>(university) | as above | *CAPES**/*Professeur certifié de l'enseignement secondaire*<br>*CAPEPS**/*Professeur certifié d'éducation physique et sportive*<br>*CAPET**/*Professeur d'enseignement technique* |
| | as above | | as above | *Agrégation*<br>*Professeur agrégé* |
| Secondary education<br>*Lycée professionel*<br>(15 to 19 years of age) | *Licence* (idem) or 5 years of professional activity at managerial level or Bac + 2 (or level III professional qualification) and 5 years professional experience | *IUFM*<br>(university) | as above | *CAPLP2**/*Professeur de lycée professionnel* |
| | as above | | as above | *CAPEPS**/*Professeur certifié d'education physique et sportive* |

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1) Three years for diplomas awarded in a country of the European Union; four years in other cases.

*) *IUFM*: *Institut universitaire de formation des maîtres*
(28 in total - 1 *IUFM* in the area of each *Académie*)

*CAPE*: *Certificat d'aptitude au professorat des écoles*
(teaching certificate for primary school teachers)

*CAPES*: *Certificat d'aptitude au professorat de l'enseignement du second degré*
(teaching certificate for secondary school teachers)

*CAPEPS*: *Certificat d'aptitude au professorat d'éducation physique et sportive*
(teaching certificate for physical education and sports)

*CAPET*: *Certificat d'aptitude au professorat de l'enseignement technique*
(teaching certificate for technical education)

*CAPLP2*: *Certificat d'aptitude au professorat de lycée professionnel du 2ème grade*
(teaching certificate for vocational secondary school)

Note: Most teachers in public education in agriculture (*professeur de lycée professionnel agricole de 1er ou de 2e grade, professeurs certifiés de l'enseignement agricole*) are recruited by special competitive examinations organized by the Ministry of Agriculture (*certificat d'aptitude au professorat de lycée professionel du 2ème grade (CAPLPA2), certificat d'aptitude professionnelle à l'enseignement technique agricole (CAPETA)*).

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

There are numerous laws and regulations dealing with in-service training for teaching staff. The main provisions are set out in the Labour Code, which is published annually.

Article L.970-1 of the Labour Code specifies that "The State shall establish a coordinated policy of professional training and social development for the benefit of its employees comparable in its scope and methods to that called for in Article L.910-1 [which concerns salaried employees and the self-employed]. This policy shall take into account the special character of the public service".

As teachers at primary and secondary level are recruited by way of competitive entrance examinations in France, they are civil servants and are therefore entitled to the same conditions as civil servants generally.

The objectives of in-service training for teachers at primary and secondary level are, firstly, to introduce teachers to the most recent information in their subject areas and in education generally and, secondly, to create opportunities for their personal and career development.

### 2. Authorities involved in provision

In-service training for teachers can take different forms. In the language of Article 3 of Decree No 85-607 of 14 June 1985, as amended by Decrees No 90-436 of 28 May 1990 and No 93-410 of 19 March 1993, there are:

- actions organized by, or on the initiative of, the administration to provide professional training for civil servants. This category of action includes university summer programmes and courses organized within the framework of either the national education plan or regional (*Académie*) training programmes. The language programmes and grants awarded in connection with European projects under the LINGUA Programme should also be mentioned;

- actions organized or approved by the administration by way of preparation for administrative examinations and competitions. These actions are primarily for administrative, technical, operational, and support staff;

- actions selected by the civil servants themselves to further their own education. The administration supports these actions by granting training leave or a release from duty.

In-service training programmes for teachers in primary and secondary education are organized at national level by the Ministry of Education, at regional (*Académie*) level by the regional authorities (*rectorats*), and, in primary education, by the regional inspectorates.

In the central administration, the Directorate of Schools (Sub-Directorate of Personnel

Management) and the Directorate of Secondary Schools - *lycées* and *collèges* - (Sub-Directorate of Innovations and In-Service Training for Teachers in Secondary Education) draw up the national training plan. This plan is drawn up each year and published in the *Bulletin Officiel de l'Education Nationale (BOEN)*. The national plan for the 1994/95 school year was published in *B.O.* (special edition No 5) of 2 June 1994.

The Ministry provides training for teacher trainers and courses at national level, in particular "summer universities". These courses last several days and are organized during school holidays. Their goal is to develop links between research and training, and exchanges within the national education system, on the one hand, and with the external environment, on the other, and to promote innovative educational projects. The courses are directed towards the entire staff of the state education system and can also admit outsiders.

The curriculum of the summer universities is developed annually and published in the *BOEN*. The curriculum for 1994 was published in special edition No 2 of 3 March 1994.

Other in-service training schemes for teachers in secondary education are carried out under the the regional training plans. These plans are drawn up each year by the Regional Services for the Training of Staff for the National Education System (*Missions Académiques à la Formation des Personnels de l'Education Nationale - MAFPEN*), which operate in each region (*Académie*) under the authority of the *Recteur d'Académie* (Director of education services).

Actions involving teaching at pre-primary and primary levels are carried out under *département* plans drawn up annually on the authority of the regional inspectors, the directors of state education services at district level.

## 3. Right to in-service training

The *Recteur d'Académie* selects course participants, generally following the advice of the head of the *MAFPEN*. Each *Académie* is called upon to drawn up its own selection procedures.

In most cases, participation in training schemes is voluntary. However, Article 6 of Decree No 85-607 of 14 June 1985, amended as mentioned above, provides that civil servants may be required to attend certain training programmes in the interests of the service. There are no seniority criteria.

These courses also last several days and in most cases are held annually.

In addition, civil servants may request training leave (cf 4) or special leave of absence to carry out studies or research of general interest.

## 4. Qualifying training and evaluation

### Qualifying training

There are also courses taken on an individual basis by teachers wishing to apply for higher level positions or simply to extend their knowledge. Permanent established teachers (*enseignants titulaires*) are entitled to basically the same benefits as central and local government employees as regards in-service professional training under the continuing education arrangements.

This includes the right to professional or personal training leave as provided for under Article 21 of Law No 83-634 of 13 July 1983 (Official Journal of 14 July 1983), which sets out the rights and obligations of civil servants, and under Article 34-60 of Law No 84-16 of 11 January 1984 (Official Journal of 12 January 1984), establishing the legal position of public servants of the State.

These provisions are set out in detail in the Decree of 14 June 1985. This specifies that leave can only be granted for training approved by the State and provided that the civil servant has completed at least three years of effective service. For the duration of the course, the civil servant receives a flat-rate allowance equal to 85% of the monthly salary.

Civil servants are granted such leave subject to the availability of funds. However, the senior officers may refuse a request for training leave or defer it in the interests of the service. In the course of their careers, civil servants are entitled to a maximum of three years of training leave.

Training courses which the State has approved and for which training leave could be claimed can be provided by a university or other teaching institution. Most such programmes award credits which can count towards a diploma.

### Evaluation

In-service training schemes are assessed in a variety of ways depending on their content and they affect the careers of the participants in different ways.

Courses organized under the national plan, the plans of the various education regions, or by summer universities do not usually lead to an examination or any kind of assessment of the knowledge acquired. They do not affect the participant's career directly. At most, it could be taken that teachers who have always kept their qualifications up to date would be in a better position for promotion, but there is no guarantee of this.

On the other hand, study undertaken by teachers taking training leave on an individual basis is assessed in the normal way by the relevant examiners. These studies lead to examinations which entitle participants to a qualification or prepare them for a competition leading to admission to a particular group (such as that of certified teachers, *professeurs agrégés*, or inspectors).

## 5. In-service training establishments and trainers

In-service teacher training schemes are provided in university teacher training institutes (*Instituts Universitaires de Formation de Maîtres, IUFM*), in regional educational research centres (*Centres Régionaux de Documentation Pédagogique, CRDP*), in universities, higher education institutions, and schools. Teaching can be provided by the staff of the host institution or by others, including inspectors, researchers, university graduates, persons from the working world, and specialised trainers.

## 6. Form and content

### Form

Each training scheme is addressed to a particular target group, such as teachers in a particular group or subject, primary school heads, secondary school (*collège* or *lycée*) heads, inspectors, or teacher trainers.

### Content

The training schemes address a wide range of topics. For instance, the national training plan of the Directorate of Schools for the 1993/94 school year includes courses on the acquisition of reading skills; individual teaching in such subjects as mathematics and science; the integration of handicapped pupils and pupils with serious learning difficulties in mainstream schools; number work; and civics.

The national training plan of the Directorate of Secondary Schools (*lycées* and *collèges*) includes courses on a large number of subjects taught in institutions at secondary level and on specific topics including, for instance, training in the teaching of history and geography to pupils seeking to obtain both a *Baccalauréat* and an *Allgemeine Hochschulreife* at the same time; training of trainers to assess experimental activities in schools; and the use of the new technologies in lower secondary schools.

There are also training programmes for specific groups of teachers, for example, for teachers who deal with handicapped pupils or pupils with special problems.

## 7. In-service training and teacher mobility

Some training falls into the category of international exchanges. In particular, these include bilateral exchanges in the framework of the TEX action and courses for modern language teachers, some of which are organized under the LINGUA Programme. Others take place under the auspices of Franco-German cultural cooperation.

## 8. Statistics

During the 1992/93 school year, 4 310 trainees took part in training organized under the national in-service training plan for primary education; 111 330 teachers in pre-primary schools participated in activities organized under district plans.

In 1991, summer universities admitted approximately 6 000 trainees (of whom 5 000 came from the state education system - the very great majority of them teachers - and 1 000 were outsiders). There were as many as 12 200 applications for these places. Courses provided under the national plan for secondary education were attended by 2 243 trainees in 1992/93.

The statistics on the regional plans are drawn up by each *Académie*. In 1992/93, there were 6 833 trainees in the area under the jurisdiction of the Paris *Académie*, 25 207 in that of Créteil, with 38 165 applicants for places; and 51 207 in the Versailles region (with 53 527 applicants). During the 1991/92 school year, almost 550 000 people participated in in-service training provided under the regional plans throughout France.

In 1993, approximately 120 million FF were allocated to in-service training schemes for teachers at primary level, and 320 million FF for activities aimed at teachers in *collèges* and *lycées*.

By way of comparison, the entire state education budget for the 1993 school year came to 241 188 million FF. The draft budget for 1994 called for a total of 251 300 million FF. The amounts allocated to university teacher training institutes (*Instituts Universitaires de Formation des Maîtres, IUFM*) come to approximately:

- 550 million FF for running costs, equipment, and building maintenance;

- 1 200 million FF for grants to students in the *IUFM*s.

In 1992, payments to teacher-researchers training teachers at primary and secondary level in the *IUFM*s came to some 617 246 360 FF, to which must be added salaries and various grants totalling over 59 million FF. Salaries and expenses paid to the non-teaching staff of the *IUFM*s came to some 231 million FF.

It should be noted that the budgets allocated to the *IUFM*s do not cover the full cost of the initial training of teachers at primary and secondary level, as admission to these institutions is only open to applicants who already hold a qualification awarded after three years of post-*Baccalauréat* higher education.

## 9. Reforms / Current debates and trends

The principles and structure of in-service training of teachers in primary and secondary education have not undergone any major reforms recently.

The range of training programmes available to teachers as part of the *Académie* and *département* plans remains very wide and covers most disciplines each year. Ministerial priorities are translated into specific programmes, for both trainers (national plans) and teachers. At the level of primary education, for example, numerous actions have focused on the teaching of reading, the vital role of which was stressed in the "New Contract for Schools", a series of decisions taken by the Ministry in June 1994. For the school year 1994/95, *Académie* inspectors and directors of the *département* offices of the Ministry of Education were also asked to provide, in their departmental training plans, for specific practical programmes aimed at new staff members beginning their first job at the start of the 1994/95 school year.

In-service training for secondary school teachers also takes into account the priorities set out in the "New Contract for Schools" and must relate to the changes occurring in the school system and its environment:

- development of the various functions of the teacher;
- changes in structures and curricula (for example, the new "*consolidation*" class in the first year of secondary education);
- teaching in "sensitive" schools (where threats to safety have led to a deterioration of working conditions).

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# IRELAND

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (4 to 6 years of age) | Same training as for primary school teachers | | | |
| Primary education (4/6 to 12 years of age)<br>National Schools | Passes in 6 subjects in the upper secondary School Leaving Certificate, of which the following 3 are obligatory: Irish (oral and written), English and Mathematics.<br>Minimum grades required are as follows: Honours (Grade C) on a higher level paper in 3 subjects including Irish; Pass (Grade D) in 3 other subjects.<br>Grade C on a lower level or Grade D on a higher level paper in English.<br>Interview: tests in oral Irish and Music. | Colleges of Education which have an association with either the University of Limerick, Dublin City University or the University of Dublin (Trinity College). | 3 year concurrent course, including:<br>- theory: psychology, philosophy, sociology and history<br>- curricular elements related to the disciplines to be taught and their methodology<br>- practice periods including preparation, presentation, evaluation, class management and resources management.<br>15-16 weeks teaching practice under close supervision. | Bachelor of Education (BEd) Degree; Honours or Pass level.<br>In colleges associated with Trinity College, Dublin, students will get a pass degree after 3 years and an Honours Degree only after a 4th year.<br>When they have finished their studies successful students obtain the title of National Teacher. |
| Secondary education (12 to 17/18 years of age)<br>Secondary schools<br>Vocational schools<br>Community and Comprehensive schools | School Leaving Certificate<br>plus<br>University Degree<br>plus<br>Oral Irish | University<br>plus<br>University Education Department<br>The degree work can involve a single subject, or a dual subject or three subject framework. | 1 year consecutive course to obtain the Higher Diploma in Education in one of 5 university colleges. It is composed of 3 basic elements:<br>- the study of the foundations of education<br>- training in education sciences<br>- practical training in schools under supervision. | Degree e.g. Bachelor of Arts (BA)<br>plus<br>Higher Diploma in Education (H Dip. Ed.) |
| | | | Teachers of specific subjects, e.g. Art, Technology, Home Economics, undergo a concurrent course with educational studies combined with their academic subject. These degrees are awarded by a university. | Bachelor of Education Degree |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

#### Legislation

Ireland's education system is not governed by up to date, comprehensive legislation. Much of the current system stems from the nineteenth century, from the provisions in Article 42 of the Constitution, and from legislation at various times governing specific aspects of the system, such as the 1930 Vocational Education Act, the establishment of the Higher Education Authority, the establishment of the National Council for Vocational Awards etc. There is no specific legislation governing the provision of in-service training. The system has developed informally, and circulars are used to advertise courses, to invite providers to submit tenders for funding to meet priority needs, and to inform staff of the financial conditions governing attendance (whether a replacement teacher will be allowed, rates of lecture fees, and travel and subsistence payments, where applicable).

It is a matter for concern that much of the current legal basis stems from the nineteenth century; Ireland is probably unique among European countries in the degree to which it administers an education system without a comprehensive and up to date legislative structure.

The adequacy of current legislation has been the subject of debate over many years. For example, the practice of issuing important policy directives in the form of rules and circulars, with a tenuous, if any, link to legislation, is a continuing cause for concern.

Accordingly, the forthcoming White Paper on Education[1] is intended to pave the way for an Education Act or series of Acts whose legislative content would be responsive to evolving needs and developments, putting in place principles linked to traditions of the past, reflective of current realities and enabling of future developments.

Traditionally, and in line with the situation described above, the availability of in-service training has been announced by means of circulars issued to all schools.

#### Aims

The Green Paper on education, "Education for a Changing World", published in 1992, stresses that teachers need to keep themselves abreast of new developments in their professional fields of responsibility. In-service training is important in improving the quality of teaching, by helping teachers to develop their professional competence and to up-date their knowledge and skills to keep abreast of changing educational requirements. The issue of personal and professional development is also decisively important in sustaining and enhancing teachers' motivation and in helping teachers to respond positively to the changing role of the school and to take account of social changes and the new challenges that face young people.

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[1] Published April 1995.

In-service training needs are seen as belonging to two main categories, which are not mutually exclusive:

- needs arising out of decisions of policy (system needs);
- needs of teachers for professional development.

The overall approach must be one whereby educators are viewed as sources of expertise, rather than as implementors of others' plans for school improvement.

## 2. Authorities involved in provision

Overall responsibility rests with the Department of Education which has established a dedicated In-career Development Unit to administer in-service training at the first and second levels of the system, i.e. for primary and secondary education. The work of the Unit is overseen by an internal Policy Committee chaired by the Chief Inspector, representing the primary and post-primary areas of the Department. In addition, there are two policy Advisory Committees at primary and post-primary levels which include the partners in education, the National Council for Curriculum and Assessment and the National Council for Vocational Awards, as appropriate. Policy issues, objectives for the Unit and priority in-service needs are determined by these committees, and this work is informed by System/Professional Needs Studies funded by the Department.

At national level, the Department of Education funds, coordinates and organises in-service training. Programmes funded by the Department are delivered through a variety of channels:

- by the Department itself, either directly through its Inspectorate, or through close collaboration between the Inspectorate and selected trainers released from school duties for the purpose. Such programmes generally concern priority areas which require national application.
- by national bodies such as the National Council for Vocational Awards and the National Council for Curriculum and Assessment, either directly or in collaboration with the Department of Education.
- by a regional network of 25 Teacher Centres. Nine of the centres operate on a full-time basis and the remainder are part-time. The salaries of directors and overheads are funded by the Department of Education, but the centres also generate substantial contributions towards running costs through charges for courses and materials. The role of the centres is to provide in-service training programmes to meet system and local needs, and to provide a resource and meeting place for teachers in their regions to discuss professional issues.
- by Colleges of Education and Universities.
- by teacher unions and management bodies.
- by Vocational Education Committees.

- by subject associations established on a voluntary basis by teachers.

Providers are invited to submit training proposals to the Department to meet identified priority needs. The proposals are examined by a team of Senior Inspectors within the In-career Development Unit and approved for funding on the basis of agreed criteria, subject to overall budgetary constraints. Authority to run the programmes is delegated to the organization concerned, subject to the Department's stipulations on evaluation, reporting and financial accountability being met.

Such programmes are evaluated and audited by the Department on a sample basis, and the work of the Teacher Centres is evaluated on a rolling basis.

There is no formal regional or other intermediate tier of responsibility.

In addition to the programmes funded by the Department of Education, many of the bodies listed above organise programmes themselves; these are attended by teachers outside school time on a fee-paying basis.

## 3. Right to in-service training

Philosophically, in-service training is both a right and an obligation. In practice, attendance at most courses is voluntary, but certain courses do have obligatory status.

There is no stipulation as to the duration of professional employment before a teacher undertakes in-service training courses. Teachers' contracts do not, at present, contain any stipulations in relation to attendance at in-service courses.

Replacement, though costly, is permitted in certain specific circumstances. In practice, a supply teacher is employed where

- the teacher is released for training so as to become a presenter of in-service programmes, i.e. Training of Trainers;

- where the teacher is delivering in-service programmes;

- where the teacher is a participant on an approved programme and a replacement is essential to keep the school open.

The majority of teachers released from school duties to attend in-service programmes are not replaced by a substitute.

Where it is approved, the teachers are replaced by qualified supply teachers funded by the Department of Education. The whole question of teacher replacement vis-à-vis in-service training courses is under review at present.

## 4. Qualifying training and evaluation

### Qualifying training

The accumulation of credits for modules of in-service training is possible only where the course is being run by an award-giving institution. Possible ways of having in-service training modules accredited for recognised academic awards are being explored at present.

At present, a limited number of courses are provided by Colleges of Education and Universities on an in-service basis leading to the award of diplomas and Master's degrees. Programmes are also available on an out-reach basis through the Teacher Centres. Participants are charged fees towards costs, but for certain awards, an additional qualifications allowance is paid with salary to those who successfully complete the programme.

Teachers' conditions of service also enable them to take a career break or leave of absence without pay to pursue further study.

The vast majority of in-service programmes do not attract formal certification at present. Generally, organisers of courses delivered at local level are requested to arrange for certification of attendance to be given to participants.

In general, in-service training has no effect on teachers' salaries, but promotion within the institution might be influenced by attendance at in-service training courses. Teachers who acquire additional recognised qualifications, such as degrees, may qualify for allowances in addition to their salary.

The basic concept of in-service training is that of in-service teacher education which should continue throughout the teacher's career.

### Evaluation

By way of course evaluation, organisers are required to submit reports based on a synthesis of the views of the participating teachers. The Inspectorate monitors courses: in many cases this commences at the time the courses are being developed and continues through to evaluation at the point of delivery.

There is no formal evaluation of teachers undertaking training. The effectiveness of in-service training courses, as evidenced in teachers' professional performance in their institutions, may be evaluated by the management of the institutions.

## 5. In-service training establishments and trainers

In-service training courses are provided by a wide range of institutions or agencies, including Universities, Teacher Training Colleges, Teacher Centres, Subject Associations, Vocational Education Committees, Managerial Bodies, schools, either individually or in groups, and other acceptable organizations and individuals.

The trainers, who are academically and experientially qualified, include members of the Inspectorate, specialist personnel, and teachers whose growing involvement in such activities indicates a significant development in their professional culture.

In certain circumstances, the Department of Education arranges special training programmes for teachers to facilitate their delivery of national priority programmes to their colleagues. Fees are paid to trainers at agreed rates, e.g teachers are released with pay from school duties in order to deliver in-service courses and are paid a fee (usually £20 per hour) plus travel and subsistence costs at approved rates.

## 6. Form and content

### Form

Training courses are held throughout the school year and during the holiday period. They range from short one-day or evening seminars to a number of days in a block or in sequence. Some courses last the full academic year, usually being held in the evenings when schools are closed. They may also take the form of summer schools, in-school staff development days or block release courses of varying lengths staggered over the academic year.

### Content

In-service training courses cover management training, subject up-dating across the curriculum, all aspects of educational practice, didactics, guidance and counselling, specific issues such as equality of the sexes, sex education, bullying, assessment techniques, information technology, making resources, and accommodating curricular change. There are also courses relating to the teaching of particular groups, such as the handicapped, migrants' children and children whose parents have no fixed abode.

Block-release courses of varying lengths, staggered over an academic year, are arranged for remedial teachers. Diploma courses in Compensatory and Remedial Education are conducted. Given the policy of integrating the learning disabled and the physically handicapped in mainstream education, in-service training courses will in future be provided for teachers in this area. The Department of Education facilitates attendance at seminars for teachers of traveller young children.

In recent years, emphasis has been placed on the areas of information technology, technical education, the European dimension, guidance, counselling and remediation, bullying/abuse, equality of the sexes, etc.

## 7. In-service training and teacher mobility

Training activities are integrated into international exchange programmes in relation to management and subjects.

The Department's training programmes are of current international standard. Teachers attend international courses, e.g. College of Education courses, courses organised by internationally based subject associations, e.g. Euro-Clio, the European History Teachers Association, the Goethe Institute Scholarships, E.U. exchange programmes. At a regional level, the Departments of Education in the Republic of Ireland, Northern Ireland and the rest of United Kingdom have cooperatively organised in-service training courses in history and related topics over the years. The Department has cooperated with organizations promoting European integration and has run courses on the European Dimension in Education. The Department has funded teachers who have attended courses overseas involving formal attendance at management training lectures and shadowing experienced Principals.

## 8. Statistics

### Participation

Courses designed to help teachers handle newly introduced curricular changes generally have attendance rates of almost 100%. In other circumstances demand and attendance fluctuate.

## 9. Reforms / Current debates and trends

Irish society has been undergoing a period of profound cultural, social, occupational, demographic and attitudinal change. This is of great significance for how the education system relates to society generally. Irish people, always well-informed about and interested in educational developments, have become more active participants in the debate on education in recent years. Specifically, parents and teachers are seeking more effective participation in the formulation and implementation of education policy.

With the enormous expansion and diversification of the education system, the highly centralised nature of management has been called into question and, with it, a desire has been expressed that education should be more responsive to local needs and should reflect a closer partnership between the school and its local community.

Many now believe that there is a need for greater cohesion between the various elements of the education system and for clarification of the rights and duties of the parties involved. Furthermore, the major developments in education and Irish society generally over the past 25 years have highlighted a number of important issues that must be addressed.

The process leading to an Education Act offers an opportunity to ensure that the nation is benefiting fully from its investment in education. The promotion of reforms leading to qualitative improvements, and the stimulus that can be given by the empowerment of individual schools, together with better administrative structures, point in the direction of providing a new framework for development.

The National Education Convention, which took place in Dublin Castle from 11 to 21 October 1993, was an unprecedented democratic event in the history of Irish education. It brought together representatives from 42 organizations - educational bodies, the social partners and the Department of Education - to engage in structured and sustained discussion on key issues of educational policy in Ireland. The Convention was a very significant dimension of the wide-ranging consultative process on the Green Paper, "Education for a Changing World", published in June 1992, and on the "Programme For a Partnership Government", of January 1993. Occurring at the penultimate stage before policy was formulated for the White Paper on Education, the National Education Convention provided a forum for mature reflection and focused debate by representatives of many of the agencies involved. It set out to encourage participants to clarify viewpoints; to question, probe and analyse varying perspectives; to foster multilateral dialogue and improve mutual understanding between sectoral interests; to explore possibilities of new ways of doing things and to identify areas of actual or potential agreement between different interest groups.

Amongst recent important reforms are these:

- The Junior Certificate has replaced the Intermediate Certificate since 1992 and operates at two levels, higher and ordinary, in all recognised subjects except Mathematics, English and Irish, in which there are three levels - higher, ordinary and foundation. Most subjects have been reviewed.

- Assessment procedures in consonance with the philosophy of the subject have been recommended and are being debated.

- The content of traditional disciplines and proposed new "integrated" syllabi have been developed to correspond to the optimum educational and socialization requirements.

- As a consequence of the reforms in the Junior Cycle, the Senior Cycle (upper secondary education) subjects and length have been considered, and from 1994 onwards a three-year Senior Cycle is optional with a variety of Senior Cycle programmes to meet the needs of pupils. This is current, ongoing and evolutionary. The reforms are aimed at providing a range of options to meet the needs of those for whom the existing Leaving Certificate was unsuitable, enhancing the entrepreneurial, vocational and technical dimension of senior cycle programmes, and encouraging a greater number of young people to remain in school to completion of senior cycle education.

- The development of a revised curriculum at primary level is nearing completion at present. Priorities identified in this context are the early identification and remediation of learning difficulties, the enhancement of literacy/numeracy skills, a strengthening of basic science in the curriculum, European language awareness programmes and the development of health promoting schools.

The Programme for Partnership Government and the Green Paper, "Education for a Changing World", have identified the need to broaden the education system to deal effectively with school failure; improve retention rates and combat early school leaving; strengthen the vocational and enterprise dimension in secondary schools; improve management techniques and develop teachers' skills in the areas of curriculum development and assessment. Major reforms and re-structuring of curricula are also planned, making a substantial and systematic investment in staff development an imperative. In addition, significant restructuring is planned for the administration of the education system which will require the development of new management skills amongst teachers.

Over the period 1994-99, with assistance from the European Social Fund, the investment in in-service training at all levels of the system will be significantly increased. Principals, Heads of Departments and members of middle management teams in schools and colleges will be targeted for specific management training initiatives to facilitate the effective running of schools and colleges, delivery of educational programmes, identification of performance indicators and measurement of the achievement of educational objectives.

In all cases, the in-service provision will emphasise the active participation and involvement of the members of the target groups. The focus will be experiential with an emphasis on the group processes, active learning, skill acquisition and attitudinal changes which are essential for the implementation of effective change in education.

The philosophical thrust underpinning the reforms is the need to empower school and college management, educational staff, parents, pupils and the wider community to participate in the design and delivery of education and training as a partnership, responsive to the needs of participants, the community and the economy.

A fundamental prerequisite to accomplishing the reforms proposed is an updating of the knowledge, skills and attitudes of management and staff in the educational institutions and services. The most effective means of facilitating change is through comprehensive programmes of re-training.

The key priorities are:

**Updating knowledge**

- related to curriculum development and increased emphasis on science, technology, computers, European languages and developing the vocational dimension of curricula at all levels.

**Upgrading skills/curriculum and enterprise development**

- emphasis on developing teaching methodologies and the skills and competence of teachers/trainers to meet the challenges of delivering a modern curriculum promoting a spirit of enterprise among pupils through a more active responsibility for the management of their own learning. A major objective of in-service training is to assist teachers to transform from traditional didactic approaches to the involvement of their pupils in activity methods of learning, project work and developing a heuristic approach to knowledge. Teachers will be developed to be managers of learning rather than purveyors of knowledge.

**Developing management skills**

- designed to bring about more effective management systems for schools, assisting them to be responsive and open to the changing needs of the community and to improve the quality and relevance of the service they provide to society.

**Special intervention techniques**

- providing teachers/trainers with the knowledge, skills and attitudes to provide programmes responsive to the particular needs of those who are or who potentially are, early school leavers with the aim of encouraging them to seek qualifications before entry to the labour market. This will also develop the skills required for effectiveness in dealing with out-of-school "second chance" programmes for unqualified early school leavers and unemployed adults.

**Careers Guidance/Employment Links**

- improving the knowledge and skills of teachers/counsellors in developing programmes and links with the labour market in order to develop the vocational skills of students.

**Counselling skills**

- developing skills for teachers and trainers for dealing with parents and the wider community, pupils with behavioural problems, and helping programme participants to discover, clarify and assess what their learning needs are and the various ways of meeting them.

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# ITALY

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>*Scuola materna*<br>(3 to 6 years of age) | Intermediate School (*Scuola Media*) leaving certificate.<br>As from application of new Law*: Upper secondary school leaving certificate (*Diploma di maturità*) | Upper secondary institute (*Scuola Magistrale*)<br>3 years<br>As from application of new Law*<br>University 4 year course | Subjects: Italian, science of education, history, geography, maths, natural sciences, hygiene and childcare, religion, domestic sciences, handcraft, modelling and drawing, music and choral singing.<br>As from application of new Law*: new curriculum | *Diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio*<br>*Concorso*: competitive exam for a permanent post, thereby becoming a civil servant. |
| Primary education<br>*Scuola elementare*<br>(6 to 11 years of age) | *Scuola media* leaving certificate.<br>As from application of new Law*: Upper secondary school leaving certificate (*Diploma di maturità*) | *Istituto Magistrale*<br>4 years<br>As from application of new Law*:<br>University 4 year course | 4 years academic and education studies. Teaching observation and practice in the final 2 years, mainly assisting the classroom teacher. Subjects: Italian, Latin, a foreign language, philosophy and education, history and organization of the state, geography, natural sciences, chemistry, maths, physics, choral singing, religion, sport plus practical training.<br>As from application of new Law*: new curriculum. | *Diploma di maturità magistrale*<br>*Concorso*: competitive exam for a permanent post, thereby becoming a civil servant. |
| Lower secondary education<br>*Scuola media*<br>(11 to 14 years of age)<br>Upper secondary education<br>Classical, scientific, artitistic *Liceo*; Technical and vocational institutes<br>(15 to 19 years of age) | *Diploma di maturità* | University 4 to 6 years plus an individual post-graduate study to prepare the *Esame di Abilitazione* and the *Concorso* (test of aptitude and competitive entrance examination). | University courses.<br>As from application of new Law*: there will be a post-graduate professional teacher training curriculum (not yet available). | *Esami di laurea (Dottore in ...)*<br>- *Certificato di abilitazione all'insegnamento*<br>*Concorso*: competitive exam for a permanent post, thereby becoming a civil servant.<br>As from application of new Law*: *Diploma di Specializzazione*. |

* Law 341/90 on "Riforma degli ordinamenti didattici universitari"

In accordance with the 3-year plan (1994/96) for university development, most of the universities should be able to introduce the new courses and new curricula in this period.

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The aims of in-service training are defined in Decree No 419 of 31 May 1974 of the President of the Republic. Article 7 of the decree specifies the following objectives: "*To keep teachers up to date with developments in all subjects and to enable them to adapt to the context of interdisciplinary relationships; to intensify teachers' preparation in teaching; and to enable teachers to participate in research and innovation in the fields of teaching and education*".

Other provisions have since been added to this basic legislation, increasing the range of topics to be addressed following reforms in structures and curricula, the results of pilot schemes and the availability of new information and training tools.

Ministerial Circular No 136 of 18 May 1990 describes the in-service training system and sets out in details its content, the territorial limits within which initiatives can be undertaken, the authorities responsible, and the deadlines established for its implementation. The provisions contained in the Circular form the basis for the activities undertaken during the last three years to assist teachers in updating their knowledge.

### 2. Authorities involved in provision

In-service training is carried out on the basis of a national plan for in-service training (*PNA* or *Piano Nazionale di Aggiornamento*), which calls for action to be taken at four levels.

- **National schemes** aim to implement or propose activities of general interest linked to legislative innovations, innovations in educational content and methods, and changes in existing structures to meet new objectives. The responsible body is the Ministry of Education and, more specifically, the Directorates General for the various levels of education, and for cultural exchanges, the Research, Budget and Planning branch, and technical advisory bodies such as the conference of the *IRRSAE* (*Istituti Regionali di Ricerca, Sperimentazione, ed Aggiornamento Educativo*), the *CEDE* (European Education Centre), and the departments of the technical inspectors.

- **Regional schemes** are the responsibility of the *IRRSAE*, which must provide schools and provincial education services with advice and technical and academic assistance in developing projects and assessing activities already undertaken. They can also organize their own training activities on specific topics to respond to needs emerging at regional level.

- **Provincial schemes** are the responsibility of the *Provveditore* (Provincial Director of Education) who, on the basis of initiatives at provincial level and proposals from schools, prepares a provincial plan (*PPA*) to satisfy the training needs of the schools in the province.

- **Local Teachers' Councils** are directly responsible for proposing initiatives to respond to the training needs of their own schools or in cooperation with other schools.

The Provincial Plans are the main vehicle for disseminating and putting into effect the proposals contained in the National Plan; through them, the current year's Plan is implemented and proposals are made for inclusion in the following year's National Plan.

The provincial education services of the *Provveditorati agli studi* work with, advise and supervise the following collegiate bodies:

- the Conference of head teachers of all levels and all types of education, which is consulted in drawing up the Provincial Plan and in setting priorities for action;

- the Committee comprising technical inspectors and representatives of the *IRRSAE*, which examines proposals made by the schools.

One teacher, chosen on the basis of technical skill and practical experience, is assigned to each *Provveditorato* in order to liaise with the schools and prepare the work undertaken by the Conference of head teachers and the Technical Committee.

## 3. Right to in-service training

Following the conclusion of agreements with the unions on the renewal of teachers' contracts, Decree No 339 of 28 August 1988 of the President of the Republic defines the rights and duties of teachers and includes reference to the system of in-service training for teaching staff.

By defining the updating of knowledge as both "a right and a duty" for the entire teaching staff (including inspectors, head teachers, and teachers), it implies that the greatest possible number of teachers should become involved in these activities, preference being given to those who have not yet participated in this type of training (Article 7 of Decree No 419 of 31 May 1974 of the President of the Republic).

Under the framework law of 29 March 1983, No 93, on employment in the civil service, the public services are required to ensure that their staff have adequate training to meet the demands for quality and efficiency required by their employment.

In the case of teachers, this right and duty is prescribed in Decrees Nos 417 and 419 of 31 May 1974 of the President of the Republic, which specify that the enhancement of teachers' professionalism is a condition for the exercise of freedom in education.

Under the multi-annual programme ratified by the unions, it is the teachers' councils and head teachers who are responsible for taking initiatives to enable teachers to participate in training, in implementing this, and in undertaking joint control of it (Decree No 416/1974 of the President of the Republic).

According to Article 26 of Decree No 339/1988 of the President of the Republic, teachers are required to devote 40 hours to in-service training. It is recommended that these hours be taken either during the period between 1 September and the date when classes begin, or between the end of classes and 30 June.

A fund has been established to finance training courses. Factors such as admissions criteria and commitment of teachers' time are subject to the Ministerial Decree of 13 July 1989.

Total or partial releases from teaching may be granted on condition that alternative teachers can be found without increasing costs and by drawing on staff from the *Dotazioni Organiche Aggiuntive* (*DOA*, or supply pool) or surplus staff (resulting from falling numbers of pupils).

*DOA*s are non-temporary staff who, from year to year, are sent out to schools situated within the province to replace absent staff.

Temporary staff may not be engaged to replace teachers undergoing in-service training.

## 4. Qualifying training and evaluation

### Qualifying training

Participation in training activities does not imply any benefits in terms of salary or promotion.

### Evaluation

Assessment of the results achieved in the different in-service training courses is primarily, and at all levels, the responsibility of those promoting the courses, who must take into account the participants' knowledge of the material in question before, during, and after the courses, and assess the impact it has had on the teachers' cultural and professional development.

The results of these observations at provincial level must be transmitted to the *Provveditori* responsible for the area and to the *IRRSAE*. They in turn carry out a detailed study of the results at regional level, submitting this study to the Research, Budget, and Planning branch of the Ministry of Public Education, which drafts a final report which is used in the preparation of the National Plan for in-service training (*PNA*) for the following year.

Technical inspectors play a particularly important role in assessing the results of in-service teacher training activities and promote, coordinate, support and help with teacher training courses at school level.

Unfortunately, the assessment form mentioned in Circular No 136 of 18 May 1990 has not yet been prepared and, as far as can be ascertained, there is no document evaluating the activities already carried out. The Ministerial Circular of 2 August 1993 ordered the provincial education services to draft a report on the activities undertaken in their territories over the past three years; it is clearly too early for the results of this survey to be available.

## 5. In-service training establishments and trainers

In choosing a venue for a training course, account is taken of the buildings, the teaching materials and equipment available within a given area (generally the school district), and the presence in the area of trainers trained to carry out such courses. At regional level, the *IRRSAE* provides training for trainers, and there are also decentralized initiatives at provincial or district level, or in institutions which have been recognized as particularly important "centres" of training and educational experimentation.

## 6. Form and content

### Form

In Italy, the structure, length, and frequency of in-service teacher training can vary considerably at all levels and in all types of school.

Training courses range from one-day discussion meetings to seminars extending over a much longer period on one or two days a week for a limited number of hours, of which only a few fall within teachers' working hours, in order not to disrupt normal teaching activities. The official texts clearly indicate the need to maintain continuity of teaching and to remain within the resources available in the national budget and the budget of the institution.

### Content

The National Plan of in-service training calls for courses to be organized on a multi-annual basis. School initiatives on the other hand are on a school year basis, as programmes planned over a longer period could be disrupted by the mobility of teachers, which is organized on an annual basis. The length and frequency of the courses almost always affect the choice of the type of course offered in the proposal, such as lectures, teaching practice, sabbaticals, and structured discussions.

**The National Plan for in-service training (*PNA*) of 1991**, the first to be formulated on the basis of the provisions set out in Ministerial Circular No 136/1990, referred to both cross-curricular and subject specific courses for each school level, subject area or group of subject areas.

The cross-curricular themes included the European dimension in education, environmental protection, the fight against drug addiction, health care, school guidance services, combating school drop-out, and the integration of handicapped pupils in schools.

The main themes for pre-school and primary education included understanding and in-depth study of the new subject content introduced by the recent reform of the curricula in primary schools and of the cultural and professional skills required to apply the new educational approaches at pre-school level. New curricula at primary level, in particular, require teachers to have skills in new subject areas - e.g. in a foreign language or in teaching psychomotor, musical, and artistic skills - requiring preparation which teachers in primary school have not received during their initial training.

For education at lower secondary level, the proposed themes addressed the planning of teaching activities, assessment, education for foreign workers or for adults who have not completed their compulsory education, and the introduction of computers in education.

For education at upper secondary level, the dominant themes have involved discussions on and monitoring of experiments in curricular planning, particularly in the areas of language, law, economics, science and technology, the promotion of new vocational skills, and educational guidance and remedial work.

**The National Plan for in-service training (*PNA*) of 1992** pursued the initiatives taken in 1991, which were unanimously considered as responding to the training needs of teaching staff at the different levels of education.

At primary level, these needs include foreign languages, mathematics, education in art, music, and psychomotor skills.

At lower secondary level, they involve assessment, educational guidance, introduction to computer science, the European dimension in education, and foreign language teaching.

At upper secondary level, they include the experimental implementation of the reform of current course content and curricula. This reform, which is still at the draft stage and is being debated in parliament, would call for a large number of pilot schemes, which in turn would require the assistance of experts and an assessment of the results. There appeared to be a need "to rapidly develop experimental teaching programmes, hypotheses concerning the planning of training courses as a whole, and multimedia materials on programmes and their monitoring, and at the same time to offer schools and each individual teacher a framework of reference and support for the introduction of new content and new teaching methods".

Similarly, the *PNA* of 1993 pursues activities launched in 1992. Innovations were made in the vocational training sector, where new curricula were adopted. Given the large number of teachers throughout the country needing to update their cultural knowledge and teaching skills, priority has been given to methods of distance learning and self-tuition using multimedia materials.

With respect to secondary education, one element common to all three successive national plans is physical education. This subject area has changed so much that all teachers at secondary level need retraining and new qualifications.

**The National Plan for in-service training of 1994** at nursery school level aims to provide continuity with actions promoted by the circulars which have guided the updating of nursery schools since 1991, particularly how new approaches are implemented.

For teachers at primary level, these training and updating skills are aimed specifically at enhancing the profession and improving the quality of teaching while recognising the autonomy of individual schools. These initiatives seek to promote foreign language teaching and to implement training projects for the teaching of auditory, music, artistic, and motor skills.

During the 1993/94 school year, a new timetable was introduced in lower secondary schools providing not only the opportunity to review pupils' general performance periodically, but also to make an ongoing evaluation of the effective implementation of teaching programmes planned at the beginning of each school year. In addition to updating the actual timetable itself and the activities considered necessary for its effective implementation, particular attention will have to be devoted to the following areas:

- scientific, technical, and technological education;
- the contents and general importance of civic education;
- language training with special emphasis on reading;
- review of experiments being carried out in lower secondary school.

The National Plan for updating education at upper secondary level can be seen essentially as a continuation of activities planned, promoted, and carried out during previous years. Special emphasis is to be given to methodology and innovative models for the organization of education. Each initiative includes provision for monitoring and assessing the effectiveness of the training programmes offered to teachers.

## 7. In-service training and teacher mobility

To assist primary school teachers in teaching a foreign language, the National Plan for in-service training provides, in addition to other action, for grants to be awarded to teachers who wish to follow in-service training activities, including activities abroad, and to work together with providers of training in other countries of the European Union.

Teacher exchanges between the countries of the European Union make available more extensive and more frequent forms of mobility in the context of in-service training. These courses are available to all schools (regardless of level) and are not intended for foreign language teachers alone. They are provided within the framework of cooperation in education amongst Member States, or of bilateral accords promoting teacher exchanges within the Community, or even beyond the Community.

Teachers wishing to participate in such exchanges must fulfil the following conditions:

- they must have successfully completed their probationary period;
- they must have been employed (under a permanent contract) for at least three school years;
- during the last three years, they must not have undertaken other activities which involved leaving the service temporarily (Ministerial Circular No 35 of 18 February 1992 concerning the 1992/93 school year).

## 8. Statistics

The lack of recent data makes it impossible to provide information on the percentage of teachers taking part in in-service training courses.

Distribution of the in-service training budget for 1994:

| | |
|---|---|
| - Total budget allocated: | LIT 86 000 000 000 |
| Various general expenses: | LIT 25 100 000 000 |
| Net budget | LIT 60 900 000 000 |

This corresponds to approximately 0.16% of the total budget for education.

To this amount must be added LIT 8 200 900 000 which is used to reimburse the travelling and subsistence expenses of teachers, trainers and participants in in-service training courses.

- Distribution of the net budget

| | |
|---|---|
| Central offices | LIT 36 445 000 000 (59.85%) |
| Provincial level (*PPA*) | LIT 20 455 000 000 (40.15%) |
| Non-teaching staff | LIT 4 000 000 000 |
| | LIT 60 900 000 000 |

Funds are distributed to each *Provveditorato* in proportion to the anticipated number of participants in training courses.

## 9. Reforms / Current debates and trends

Those involved at all levels may find themselves restricted in their choices by the amount of money allocated in the national budget, which is established each year by the National Plan and distributed by objectives and by province. They are also confronted with the problems involved in reconciling the task of improving the cultural and vocational training of teachers with the duty of ensuring continuity of teaching.

The system is currently in the process of taking stock and assessing results; clear proposals for innovation have not yet emerged.

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# LUXEMBOURG

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications Titles |
|---|---|---|---|---|
| Pre-school education<br>*Education préscolaire*<br>(4 to 6 years of age) | - Secondary (general technical) school leaving certificate.<br>- sufficient knowledge of 3 languages: Letzebuergesch, French and German.<br>- Numerus clausus based on results of the secondary school leaving examination | Teacher Training Institute (*ISERP - Institut Supérieur d'Etudes et de Recherches Pédagogiques* in collaboration with the *Centre universitaire*.<br>3 years;<br>First year in common with primary training | First year in common with primary teacher training. 2nd and 3rd years different courses except for some psychology courses. Specific courses: psychology and teaching of infants, methodology to awake interest for maths and sciences, methodology of music, arts, sports. Practical training (7 weeks per year) in *Kindergarten* | *Certificat d'études pédagogiques option préscolaire. Instituteur de l'éducation préscolaire* |
| Primary education<br>*Enseignement primaire*<br>(6 to 12 years of age) | (as for pre-school education) | Teacher Training Institute (*ISERP*) in collaboration with the *Centre universitaire*.<br>3 years.<br>First year in common with pre-primary training | - 1st year: theoretical courses (psychology, sociology, general science of education, linguistics, information sciences, methodology of music, arts, sports, languages, maths) plus 7 weeks of practical training (every year) in 1st year of primary school.<br>- 2nd year: stress on 2nd and 3rd years of primary school and on education of children with learning difficulties, with theoretical courses plus 7 weeks of practical training in those years, out of which one in special education.<br>- 3rd year: methodology of subjects for upper classes of primary school and supplementary classes. Practical training in 5th and 6th years plus a dissertation | *Certificat d'études pédagogiques option enseignement primaire*<br>*Instituteur de l'enseignement primaire* |
| Post-primary education | | | | |
| General Secondary education<br>*Enseignement secondaire général*<br>(12/13 to 18/19 years of age) | University degree obtained by attending a (foreign) university for at least 4 years. | 4/5 years foreign university plus teacher training and practical school training at the *Centre Universitaire* for 3 years (*Stage Pédagogique = SP*) | - study at the university of subjects to be taught plus SP.<br>- teaching theory of the subjects to be taught;<br>- educational and methodological sciences;<br>- school legislation;<br>- practical training in school. | Secondary Teaching Certificate<br>*Professeur de l'enseignement secondaire* |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Technical secondary education *Enseignement secondaire technique* (12/13 to 18/19 years of age) | 1. University degree obtained by attending a foreign engineering school | Engineering school plus 3 years of pedagogical and practical school training | as below | *Professeur ingénieur ou Professeur architecte* Teachers of engineering or Teachers of architecture |
| | 2. Diploma of a college of higher education, validated by the Luxembourg authorities. | Higher education diploma of 4 years plus pedagogical and practical school training of 3 years. | as below | *Professeur de sciences de l'enseignement secondaire technique* Teacher of sciences for technical secondary school |
| | 3. Secondary school leaving certificate (General technical) plus 6 semesters of university studies or 3 years at a college of higher education | 6 semesters of university studies plus 3 years of educational and practical school training or 3 years at a college of higher education plus 3 years of educational and practical school training | Elements:<br>- subject study;<br>- teaching methods of the disciplines to be taught;<br>- educational and methodological subjects;<br>- school legislation;<br>- practical training in a school | *Professeur d'enseignement technique* Teacher of technical education |
| | 4. Secondary school leaving certificate or secondary technical school leaving certificate or Luxembourg Technician's diploma plus 2 years of studies at a school for special skills at a higher level plus 3 years of professional practice (*SP*) | 7 years of secondary studies or 7 years of studies in a technical secondary school plus 2 years of studies at a school for special skills plus 3 years of educational and practical training (*SP*) | - Technical secondary school or<br>- training as a technician;<br>- subject study and training;<br>- professional practice plus<br>- teaching methods for the disciplines to be taught;<br>- education and methodology;<br>- school legislation;<br>- practical training in a school | *Maitre de cours spéciaux* Instructor for special subjects |
| | 5. Certificate of craftsmanship plus 3 years of professional practice. | 3 years of technical secondary school plus 3 years of practical school training plus 3 years of professional practice plus<br>certificate of craftsmanship plus 3 years of pedagogical and practical training. | - skills training and studies;<br>- professional practice; plus<br>- teaching methods for the disciplines to be taught;<br>- education and methodology;<br>- school legislation;<br>- practical training in a school | *Maitre de cours pratiques* Instructor for technical subjects |
| Technical secondary education - Preparatory regime *Enseignement secondaire technique - régime préparatoire* (12 to 15 years of age) pupils who are not admitted to (general) secondary education nor to the 7th class of technical secondary education. | as for primary education | as for primary education | as for primary education | *Instituteur de l'enseignement préparatoire* Teacher in preparatory education |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The Ministerial Order of 20 February 1992 (renewed for 1993) provides the general framework for in-service teacher training, on the basis of the provisions of the reform Laws of 1983 (primary education) and 1989/90 (general and technical secondary education).

It defines four principal **aims** for in-service training:

- to respond to the teachers' desire to improve their teaching skills and knowledge of their own fields;
- to make it easier for teachers to participate in research on education and the teaching of different subjects;
- to update the knowledge of teachers who are involved in educational innovation and the implementation of school reforms; and
- to assist teachers in learning new methods and using new teaching materials.

### 2. Authorities involved in provision

Generally speaking, all in-service training activities are coordinated by *SCRIPT* (Department for the Coordination of Research and Educational and Technological Innovation). In cooperation with other related services under the Ministry of Education, in particular the departments of primary, secondary, and technical secondary education, *SCRIPT* makes proposals for courses and organizes the implementation of activities approved by the Minister.

### 3. Right to in-service

Participation is entirely voluntary. There are no selection criteria: all interested candidates are admitted to the training courses. If not enough places are available, courses are repeated in order to give all candidates a chance to participate.

In principle, every member of the teaching staff in public schools has the right to an annual credit of 40 hours for training, if he or she participates in in-service training activity included in the priorities established for the year. This training credit is to be considered as equivalent to 20 teaching periods, with one period corresponding to two hours of in-service training.

Training credits are administered by *SCRIPT*.

Teachers who, outside their teaching hours, participate in in-service training courses included in the established priorities are reimbursed within the limits of the training credits, according to a scale established by the Government.

Teachers who wish to participate in in-service training activities which would affect their teaching timetables must first obtain authorization from the responsible authority. This authorization specifies how the teacher will be replaced, how the lessons will be exchanged with other teachers, or how the lessons will be made up.

In cases where in-service training activities included in the established priorities take the forms of courses, seminars, or teaching days held on a regular basis on the same day of the week for an extended period of time, the duties and timetables of teachers wishing to participate can be adjusted to enable them to take part.

These arrangements must be made before the school year begins and must be approved by the responsible school authority.

## 4. Qualifying training and evaluation

### Qualifying training

Teachers authorized to take training courses for them either to become teacher trainers, or to serve as multipliers in their projects coordinated by the Ministry of Education, can be granted a reduction in their teaching load for this purpose. This must be arranged, at the latest, by 15 July prior to the beginning of the school year in which it takes effect.

Teachers in pre-school and primary education can take supplementary training courses organized by *ISERP* (Higher Institute of Pedagogical Studies and Research).

These supplementary training courses lead to the "Supplementary Training Certificate", which amounts to promotion for these teachers

To obtain the certificate, teachers must attend at least 90 hours of course work in in-service training. This certificate entitles its holder to a salary increase, although the teacher's duties remain unchanged.

No other training activity leads to an increase in salary.

### Evaluation

Teachers, apart from those participating in supplementary training courses, are not assessed individually.

Heads of innovation projects are recruited primarily from amongst teachers who have demonstrated particular teaching ability and skills during their training courses. However, this recognition is purely informal and does not lead directly to any advancement in the teacher's career.

## 5. In-service training establishments and trainers

*ISERP* bears the main responsibility for in-service training for primary school teachers. There is no in-service training institution for secondary and technical secondary education. *SCRIPT* coordinates the organization of training at Ministry level: assessment of demand, issue of plans for training to teachers, preparatory contacts with trainers (universities in the region, Luxembourg teachers), assessment of results of training activities.

## 6. Form and content

### Form

Training courses are programmed annually.

*SCRIPT* publicises the in-service training activities which are to be included in the established priorities for the year.

They can be organized either in the form of courses or seminars over an extended period of time, for part of a day or a whole day each week, or as occasional seminars or courses lasting for one or several days or parts of days. They may be organized abroad.

As far as possible, in-service teacher training courses are organized outside the teachers' timetable. Under current conditions, it is not possible to integrate training activities in the teaching timetable without some disruption to the smooth running of the schools.

### Content

An analysis of the courses offered during the past two years reveals two main trends:

- activities focused on the educational, psychological, and teaching aspects of the profession;

- activities focused on mastering new technologies, especially in the various fields of vocational training.

In 1992, training credits were allocated to the following priority areas in in-service training:

For pre-school education:

- training to improve the learning of Letzeburgesch by all pupils and thus improve the chances of their subsequent success at school;
- introduction to the sciences;
- integration of children with special needs.

For primary education, for "supplementary" and special education, and individualized education (*Education différenciée*):

- introduction to new methods and new materials developed for learning German, French, and mathematics, and for introduction to the sciences;
- measures to be taken to improve the education of immigrant children in the school system;
- integration of handicapped pupils into schools;
- definition of the aims, content, and methods used in the preparatory phase of technical secondary education.

For general secondary and technical secondary education:

- oral work in modern languages;
- preparation for oral examinations in the light of the final examination at the end of the general and technical secondary levels;
- moral and social training;
- diversification of teaching methods;
- assessment of pupils' achievements;
- training for information technologies and communication;
- vocational training at the intermediate and upper levels of technical secondary education;
- measures to be taken to improve the integration of immigrant children into the school system;
- dissemination of information concerning new concepts and tools developed in projects coordinated by the Ministry of Education;
- training in response to needs in connection with the implementation and assessment of school projects.

The programme proposed by the Ministry of Education for the 1993/94 school year for this level of education involved continuing activities which began in 1992 and introduced new themes, such as health education and the training of teachers responsible special projects.

During the 1993/94 school year, the needs and the training activities were also to be reassessed.

## 7. In-service training and teacher mobility

No information is available.

## 8. Statistics

The rise in expenditure reflects the increased importance given to in-service training.

The following figures show the pattern of funds allocated directly to in-service teacher training and the reduction of the teaching loads of teachers acting as trainers. These figures do not include the expenditure of *ISERP*, which has increased steadily over the past ten years, or the funds spent in the context of school projects.

Direct budget:
1990: 3.3 million LFR

1991: 3.3 million LFR
1992: 8.6 million LFR
1993: 24.9 million LFR

Reductions in teaching loads granted:
1990: 21 periods
1991: 44 periods
1992: 84 periods
1993: 208 periods

Costs of the Higher Institute for Pedagogical Study and Research (teaching load reduction and direct expenses): 25 million LFR.

This amounts to a budget of approximately 75 million LFR, which, in 1993, represented 0.5% of the total budget for education (15 billion LFR).

Participation rates vary at the different levels of education. In general these rates are highest at the primary and "supplementary" levels, and at post-primary level they are highest in technical secondary education.

Thus, nearly 73% of teachers participated in in-service training activities in one form or another organized by the Ministry of Education during the 1992/93 school year, while, at the secondary and technical secondary levels approximately 28% of teachers participated in training activities, mainly in the fields of new technologies, assessment, oral work, the reform of initial vocational training and school projects.

## 9. Reforms / Current debates and trends

Not so long ago, teachers pursued their own supplementary training almost exclusively on their own initiative, by consulting specialized literature and taking part in seminars or in courses abroad at their own expense.

In today's context, due to changes in and the new demands made by society, the education system is called upon to maximize all its human resources. Therefore it is one of the priorities of the Ministry of Education to develop in-service training for teachers.

Training has existed at the primary and "supplementary" level since 1983. In fact, the 1983 reform of the training of trainers engaged in in-service training activities, organized by *ISERP*, gave this training new impetus.

For the last year, following the introduction of a new study plan, a series of day courses has been organized at regional level to reinforce this training. These courses are aimed at all teachers affected by this innovation.

With the exception of training activities related to the new technologies, in particular in the vocational education introduced around 1985/86, the first in-service training activities at the general and technical secondary levels were only introduced on a larger scale in 1990/91.

Since then, the Ministry has considerably increased its efforts to develop in-service training for teachers and trainers in general and technical secondary education as well.

In addition, almost all teachers involved in the preparatory work for the reform of "supplementary" education (for children who after primary education do not follow general secondary education nor the 7th class of technical secondary education) have taken part in a series of training seminars lasting five days.

Thus, especially in general and technical secondary education, in-service teacher training is a relatively recent phenomenon.

Current discussions and debates deal primarily with the following questions:

- How can the programme and the in-service training activities be best adapted to the priorities for innovation defined at national level? The "supplementary" education project provides an example of how the reform of aims, methods, structures, and in-service teacher training activities can all be integrated into a comprehensive approach. This raises the problem of the medium-term planning of in-service training activities.

- How can the teachers' personal aspirations be taken into account?

- What role should be played by in-service training courses devised and implemented by the schools themselves and how much autonomy should be given to schools to organize their own in-service training?

- One issue that has still not been resolved is that of the replacement of teachers who take leave of absence to participate in in-service training. For this reason, most of the training activities take place outside normal teaching hours.

- Another question which has not yet been resolved is the relationship between initial and in-service training. Whereas in-service training currently responds primarily to the needs of the current situation, initial training tends to distance itself from such contingencies.

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# THE NETHERLANDS

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| **Full-time training**<br>Primary education (4 to 12 years of age) | School leaving certificate *HAVO* or *VWO*, or possibly *MBO* | *HBO*: 4 years (sometimes called *PABO*) | 4 years in general subjects; professional studies and teaching practice (approx. ¼ of the course). | Primary teacher's certificate *Leraar basisonderwijs* |
| Lower Secondary + Secondary Vocational (12 to 16 years of age) *2e graads* (grade 2) | School leaving certificate *HAVO* or *VWO*, or possibly *MBO*. | *HBO*: 4 years | 4 years in one general subject or in one technical subject; education subjects and teaching practice. Science of teaching integrated (appr. 1/8 of the course). | Lower secondary teacher's certificate with grade 2 qualification (*Leraar voortgezet onderwijs 2e graads*). They can teach in the first 3 years of *VWO* and *HAVO* and all classes at *MAVO*, *VBO* and *MBO*. |
| Upper Secondary: (every age group at all secondary schools) *1ste graads* (grade 1) general subjects | University Degree (which must include a two-month introductory course to teaching). | University for 1 year (*ULO*), after academic discipline study in one discipline and a *doctoraal examen*. | University: 1 year in one *VWO/HAVO* examination subject (under-graduate course of 1700 hours of which 850 hours teaching practice). | Secondary teacher's certificate with grade 1 qualification (*Leraar voortgezet onderwijs 1ste graads*). Allowed to teach throughout secondary education. |
| Upper Secondary: *1ste graads* (grade 1) physical education | *HAVO*, *VWO*, *MBO* | *HBO*, (sometimes called *ALO*) | 4 years in physical education | Secondary teacher's certificate (*Leraar voortgezet onderwijs 1ste graads*) in physical education. |
| **Part-time training**<br>Primary education | see: full-time training | *HBO* | 4-6 years | Primary teacher's certificate *Leraar basisonderwijs*. |
| Lower Secondary *2e graads* (grade 2) in a general subject or a technical subject | *HAVO*, *VWO*, *MBO* | *HBO* (*DAV - 2*) | 4 years in one general or one technical subject (formerly 6 years). | Lower secondary teacher's certificate (*Leraar voortgezet onderwijs 2e graads*). Teachers with grade 2 qualification in a general subject or a technical subject. |
| Upper Secondary *1ste graads* (grade 1) | Teaching certificate *Leraar voortgezet onderwijs 2e graads* | *HBO* (*DAV - 1*), in one general subject | 3 years in one general subject (*DAV-1*) | Secondary teacher's certificate with grade 1 qualification in one general subject (*Leraar voortgezet onderwijs 1ste graads*). |

*PABO*: *Pedagogische Akademie Basisonderwijs* - College of education for primary teachers
*HBO*: *Hoger Beroepsonderwijs* - Higher vocational education
*HAVO*: *Hoger Algemeen Voortgezet Onderwijs* - Senior general secondary education
*MAVO*: *Middelbaar Algemeen Voortgezet Onderwijs* - Lower general secondary education
*VWO*: *Voorbereidend Wetenschappelijk Onderwijs* - Pre-university education
*LBO*: *Lager Beroepsonderwijs* - Lower secondary vocational education
*MBO*: *Middelbaar Beroepsonderwijs* - Senior secondary vocational education
*ULO*: *Universitaire Lerarenopleiding* - University-based teacher training course
*DAV-1*:
*Deeltijdopleiding Algemene Vakken 1ste graads* - Part-time teacher training course, grade 1, in one general subject
*DAV-2*:
*Deeltijdopleiding Algemene Vakken 2e graads* - Part-time teacher training course, grade 2, in one general subject
*ALO*: *Academie voor Lichamelijke Opvoeding* - College for physical education

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

In-service training is a type of training provided to staff to enable them to improve and extend their knowledge, skills, aptitudes and professional performance directly related to the exercise of their profession on the basis of the skills they acquired during initial training.

In-service training is regulated by law.

### 2. Authorities involved in provision

The Minister for Education, Culture and Science grants a specific budget to the schools for in-service training; the schools themselves are responsible for the in-service training of their teachers.

Certain subjects are of such importance that the Minister grants them additional funds, either for a limited period or for well-defined groups of participants. The Minister also defines the aims of this activity and in certain cases grants facilities to schools to enable their personnel to pursue in-service training.

### 3. Right to in-service training

All teachers have access to in-service training, even when they are unemployed.

There is no obligation on teachers to participate in in-service training, even when they are unemployed.

In general, in-service training does not take place during teachers' working hours.

When in-service training does take place during working hours, there are two possibilities:

- To support in-service training in subjects which go beyond the responsibility of individual schools, the Minister for Education, Culture and Science may make extra funds available. In such cases, official arrangements for paid training leave and teacher replacement may be made.
- In other cases, when in-service training during working hours is inevitable, schools have to make their own arrangements for paid training leave and teacher replacement.

## 4. Qualifying training and evaluation

### Qualifying training

Teachers who wish to be promoted must attend at least one in-service training course, which may be:

- an activity chosen from among those defined each year by the Minister;

- another type of in-service training programme, which must be approved by the inspectorate, for example at least 20 hours of course work in the teacher's subject, at least five days in on-the-job training in industry or in a working environment, a supplementary course in the same subject; or the completion of a publication.

### Evaluation

Schools choose where in-service training is to be provided. The assessment of the quality of in-service training is therefore done by the schools. Schools must establish an in-service training plan each year in order to stimulate an active training policy on their part. This plan is supervised by the inspectorate of teaching.

The government intends to carry out a review of in-service training, which will be completed on 1 January 2000. The review will focus on funding, administration, quality improvement and the operation of market forces.

## 5. In-service training establishments and trainers

As from August 1993, the budget for in-service training of staff in primary and secondary education was transferred from the teacher training institutions to the schools. Demand from the latter determines both the provision of in-service training and the body providing it.

In-service training can be provided by teacher training institutions (teacher training colleges and universities), in some cases with support from a school guidance service, a national centre for education or specialists not directly involved in the field of education.

Teachers responsible for training have a grade 1 qualification and are specialised in one subject. Their qualifications are higher than those of teachers in primary schools or in the first three classes of secondary schools and general lower secondary schools (*MAVO*), who are teachers with a grade 2 qualification. Their qualification is equivalent to that of the grade 1 teachers qualified to teach throughout all of secondary education.

## 6. Form and content

### Form

The duration and frequency of in-service training varies. The duration of each course is determined by the schools in consultation with the in-service training institutions.

Courses last an average of five days (1990/91). In special education, however, there are relatively large numbers of courses lasting one day or less.

In-service training takes several forms, including theoretical and/or specific skills courses; self-tuition; conferences; training on-the-job in industry or in the teacher's subject area; supplementary courses; or practical supervision by a school guidance service.

### Content

The supply of training programmes is determined by demand from the schools.

Courses are aimed at target groups, which can be anything from a small group of teachers to one or more types of school.

In 1990/91, most of the courses in computerization, management, general education and technology were attended by secondary school teachers.

One of the main priorities of education policy is to promote the teaching of Dutch and arithmetic to pupils from under-privileged backgrounds. In-service training is part of this policy.

Several types of in-service training which are not the responsibility of the schools are financed centrally and regulated by the Minister. In 1993/94 these courses were in the following fields:

- educational management for head and deputy head teachers in primary schools and in special education (secondary);
- intercultural education for teachers in primary schools;
- preparation for senior posts for women who have at least five years' experience in teaching, who have demonstrated an interest in management and who have completed the course on "Women and Management".

## 7. In-service training and teacher mobility

In-service training is only integrated with international exchange programmes in a limited way. In the context of the international exchange programme between classes, teachers in secondary schools can spend a maximum of four weeks abroad.

The cross-border regional cooperation programme in education with Belgium and Germany can include teacher exchanges and in-service training activities in all areas of teaching.

Mention should also be made of the *PLATO* programme (*Promotie van Lerarenmobiliteit voor Arbeidservaring in Training in het buitenlandse Onderwijs*), which promotes teacher mobility with a view to acquiring experience of work and training in education abroad. This programme is designed for teachers in primary and secondary schools.

Teachers can participate in study visits abroad (for a maximum of six months) if it can be shown that this will be of benefit to the school.

## 8. Statistics

### Participation

In 1990/91, one third of all teachers in primary and secondary schools and in special education (a total of 188 500 persons) participated in 58 200 in-service training courses. Twice as many men as women participated in these courses in the primary sector.

In practice, in-service training courses are attended almost exclusively outside working hours.

The number of participants is limited by the available budget for in-service training. The amount per full-time equivalent (fte) is established yearly by Ministerial Order. A ceiling can also be placed on the number of participants in the courses arranged centrally by the Minister. In 1993/94, the following ceilings were set for the examples already mentioned:

- educational management: a maximum of 600 participants;

- intercultural education: a maximum of 150 participants;

- preparation for senior posts for women: a maximum of 200 participants.

### Budget

Every year, the government grants a sum of money to the authority responsible for public and private schools to be used for the in-service training of teachers. The amount per full-time equivalent (fte) is established yearly by Ministerial Order. For 1993/94, this amounted to 380 guilders per fte in primary and 700 guilders per fte in secondary education.

Approximately 1% of the total cost of salaries in primary and secondary general and vocational education is allocated to in-service training.

In 1990/91 costs reached an average of 834 guilders per course.

Some 50% of this covers the cost of the staff who provide the training and 50% covers the costs arising from the courses themselves.

In-service training may also be at the teachers' own expense.

The budget for the in-service training of teachers at primary and secondary level has been transferred to the schools. Up to 1 August 1997, the schools will be required to pay to the institutions providing in-service training 80% of the budget they receive from the government for this training.

## 9. Reforms / Current debates and trends

As the budget for in-service training has been transferred from the teacher training institutions to the schools, the needs of the schools determine the supply of training. This makes for a better match of supply and demand and, at the same time, improves the quality of training. This measure is part of a broader policy of decentralization.

The priority of national education policy between 1993 and 1997 is to seek to improve the teaching provided to under-privileged groups in the population, i.e. to pupils, whose social, economic and cultural environment exerts a negative influence on their ability to learn and develop.

In particular, this priority has the following results on in-service training:

- Schools can use their in-service training budget to meet this priority and also have access to the training programmes financed by the government.

- In 1991, the 26 municipalities with the largest numbers of foreign pupils in primary and secondary education received additional funds for a period of four years. These funds must be used to improve the skills of the teaching staff in this field.

- The four largest cities in the Netherlands have launched projects aimed at immigrant girls aged 10 to 16. One of the themes deals with increasing the availability of in-service training.

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# AUSTRIA

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (1)<br>*Kindergarten*<br>(3 to 6 years of age) | Successful completion of year 8 plus aptitude test (requirement for the five-year course). Upper secondary school leaving certificate (*Reifeprüfungszeugnis*) - higher education entrance qualification plus an aptitude test (= usual entrance requirement for *Kolleg*).<br>Entrance Examination (*Studienberechtigungsprüfung*) for persons aged at least 20 years. | *Kindergarten* Teacher Training College<br>*Bildungsanstalt für Kindergartenpädagogik* | 5 years (general education plus teaching-specific subjects). The theoretical part is provided in school, the practical part takes place in *Kindergärten*. At the end of the course, students take an upper secondary final examination (*Reifeprüfung*) and a *Befähigungsprüfung*.<br>The post-secondary Training Course (*Kolleg*) takes 4 semesters (2 years) with emphasis on the professional aspects. | Officially recognized professional qualification (*Berufsbefähigung*) entitles holders to take charge of a *Kindergarten*-group. In addition, it is possible to obtain qualifications as an "educator". |
| Primary education<br>*Volksschule*, *Grundschule*<br>(6 to 10 years of age) | Upper secondary school leaving certificate (*Reifeprüfungszeugnis*) - higher education entrance qualification.<br>Entrance Examination (*Studienberechtigungsprüfung*) for persons aged at least 20 years. | Teacher Training Colleges (*Pädagogische Akademien*) (one Federal Teacher Training College in each *Land*). | 3 years (at least 6 semesters): it comprises a total of 168 weekly units of tuition (approx. 2500 hours of lectures, seminars and work in small groups).<br>Competence is required in all subjects taught in primary school. The course comprises the following areas of study:<br>- Human sciences (*Humanwissenschaften*): e.g. education sciences, theory of teaching and learning, educational psychology, educational sociology, special education (about 25% of the total course time).<br>- Subjects taught at primary and pre-school level (47% of the course time).<br>- Teaching practice (18% of the total course time). (weekly lessons in demonstration schools)<br>- The remaining time is devoted to acquiring additional skills necessary to be a professional teacher. It is also possible to acquire additional qualifications (e.g. alternative education, multicultural education). | Teaching qualification for Primary School and the pre-primary year in Primary School. (For children aged 6 years who are not yet ready for entry to primary school (*Vorschulstufe*)) |

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(1) Pre-school education is not part of the public school system.

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Secondary Education | | | | |
| General Lower Secondary School<br>*Hauptschule* +<br>Pre-Vocational Year<br>*Polytechnischer Lehrgang*<br>(10 to 15 years of age) | see primary education | see primary education | 3 years (at least 6 semesters). Teachers specialize in 2 subjects. The first subject must be German or English or Mathematics, but the second subject may be chosen freely from the whole range of subjects taught in these schools. The time devoted to education sciences in the course for Primary teachers is given over to studies in the various subjects in the course for lower secondary teachers. In each subject, student teachers receive a total of 28-30 hours of tuition a week in these subjects (approx. 420-450 hours) plus a total of 8-10 hours of tuition each week in subject matter methodology (*Fachdidaktik*) - approx. 120-150 hours in all. | Teaching qualification for General Lower Secondary School and the Pre-Vocational Year |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| General Secondary Schools *Allgemeinbildende höhere Schulen* (10 to 18 years of age)<br>Medium- and Higher-Level Secondary Technical and Vocational Colleges *Berufsbildende mittlere und höhere Schulen* (up to 8 years). | Upper secondary school leaving certificate - higher education entrance qualification (*Reifeprüfungszeugnis*). Students aged over 20 at least may take an Entrance Examination (*Studienberechtigungs*). | Universities and academies of fine art or music | 2-phase model<br>1. A minimum of 9 semesters or 4 ½ years. General academic background necessary for teaching at lower and upper secondary level. Students normally specialize in 2 subjects. The first part of the course concentrates on subject studies. The remaining 5 semesters comprise subject matter methodology, studies in the educational sciences and period of teaching practice. On average, about 84% of the total of 160 hours is devoted to subject studies, 10% to subject matter methodology and 6% to educational studies and teaching practice.<br>2. An additional year of practical teaching in schools (*Unterrichtspraktikum*). Parallel to this, student teachers must attend obligatory courses organized by the Pedagogical Institutes (non-university institutes of in-service training). | Master's Degree<br>Teaching qualification in 2 subjects for the General Secondary Schools and 2 general subjects at Medium- and Higher-Level Secondary Technical and Vocational Colleges |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Technical and vocational education<br>Part-time vocational colleges for apprentices (*Berufsschule*) | | | | |
| - General education e.g. foreign language, economics, business studies and management, word processing and technical subjects (theory) | Upper secondary school leaving certificate (*Reifeprufung*) plus 2 years of relevant professional experience | stage 1<br>*Pädagogisches Institut* (in-service teacher training college) | stage 1:<br>2 years<br>6 weeks of training in the following areas:<br>- educational sciences, science of teaching<br>- relevant subject area<br>- school law | Teaching Diploma |
| | | stage 2<br>Vocational Teacher Training College | stage 2:<br>1 year (2 semesters) full-time course (subject area, humanities, educational sciences and methodology incl. classroom experience) | |
| - Technical subjects (for practical training, workshops etc.) | Skilled workers' qualification plus 6 years of relevant professional experience plus qualification as a master craftsman | see stage 1 and stage 2 | see stage 1 and stage 2 | Teaching Diploma |
| Technical and vocational colleges (medium and higher level, upper secondary) | | | | |
| - General education *) | Upper secondary school leaving certificate (*Reifeprufung*) | University | Min. 4 ½ years<br>(9 semesters) academic training in 2 subjects incl. studies in educational sciences, science of teaching, methodology in the last 5 semesters as well as a *Schulpraktikum* (12 weeks) with a 4-week introductory phase and 8 weeks of practical training at school<br>(teaching experience) | Master's Degree, Teaching Diploma (for 2 subjects) |

*) For further details see General Secondary Schools.

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Technical and vocational colleges (medium and higher level, upper secondary) (cont.) | | | | |
| - Business studies and management | Upper secondary school leaving certificate (*Reifeprufung*) | University | Min. 4 ½ years (9 semesters) academic training incl. studies in educational sciences, science of teaching and methodology in the last 5 semesters and 1 semester of practical training at school (teaching experience) | Master's Degree, Teaching Diploma plus 2 years of experience in relevant profession required for teaching contract |
| - Engineering and law | University Degree (Master's Degree) plus 4 years of experience in relevant profession | *Padagogisches Institut* (in-service teacher training college) | 2 years<br>6 weeks of training in the following areas<br>- educational sciences, science of teaching and methodology<br>- relevant subject areas<br>- school laws | Certificate |
| - Word processing, shorthand etc | Upper secondary school leaving certificate (*Reifeprufung*) plus 1-2 years of experience in relevant profession | Vocational Teacher Training College (*Berufspadagogische Akademie*) | 2 year course with training in<br>- humanities, educational sciences, science of teaching and methodology (incl. teaching experience)<br>- relevant subject areas<br>- school laws | Teaching Diploma |
| - Domestic science | Upper secondary school leaving exam | Vocational Teacher Training College (*Berufspadagogische Akademie*) | 2 (3) year course with training in<br>- humanities, educational sciences, science of teaching and methodology (incl. teaching experience)<br>- relevant subject areas<br>- school laws | Teaching Diploma plus 1 year of experience in relevant profession required for teaching contract |
| Full-time vocational colleges (medium-level, upper secondary)<br>- technical subjects - theory | see under part-time vocational colleges | see under part-time vocational colleges | see under part-time vocational colleges | see under part-time vocational colleges |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The aim of in-service training courses in Austria is to support teachers' professional development and to enhance their knowledge and skills in the relevant subject matter, methodology, legal and organizational matters and classroom management, and to contribute to the development of the teaching profession.

The provision of in-service training for teachers is governed by the School Organization Act (*Schulorganisationsgesetz*). The present organizational structure of in-service training has been laid down in amendment 7 (30.6.1982) (part V, *Pädagogische Institute*, see point 2).

### 2. Authorities involved in provision

In accordance with the School Organization Act, in-service training is provided in institutions for the in-service and further training of teachers (*Pädagogische Institute*) which have been established in all nine *Bundesländer* in Austria. Most are federal institutions, but some are run privately by the provinces and are recognised as public institutions. Like the teacher training colleges for primary and lower secondary school teachers (*Pädagogische Akademien*) they are establishments of higher education.

The *Pädagogische Institute* are organized in four departments, reflecting the different school categories:

- for teachers in primary and lower secondary schools;
- for teachers in vocational colleges for apprentices (part-time);
- for teachers in general secondary schools (for 10- to 18-year-olds);
- for teachers in technical and vocational colleges (full-time).

The responsibilities of the *Pädagogische Institute* include both in-service training courses aimed at teachers' professional development and "further training courses" with special curricula leading to examinations which confer additional qualifications and entitle those concerned to teach specific or newly introduced subjects.

They also provide initial training for university graduates in general education subjects and staff recruited from industry and business. They also carry out educational research.

One of the principal tasks of the *Pädagogische Institute* is to plan, organize and run in-service training courses at local and regional level, including school-based courses.

The *Pädagogische Institute* are under the control of the regional education authorities which are in turn suppervised by the Federal Ministry of Education. The regional education authorities co-ordinate the programmes at regional level, while it is the Ministry undertakes co-ordination of training at inter-regional and national level which is, in turn, organized and run by the *Pädagogische Institute*.

As well as the *Pädagogische Institute*, there are separate institutions for teachers of Religious Instruction and those working in the agricultural sector. A variety of other kinds of bodies (universities, teachers' associations, political parties, churches and the chambers of commerce) also provide in-service and further training courses.

## 3. Right to in-service training

Teachers are legally obliged to ensure that their knowledge and teaching content are kept up to date. Thus, in-service training may be considered mandatory, although there is no law or directive indicating either the type or the frequency of in-service training courses to be attended. Teachers cannot be forced to accept any of the programmes offered if they prefer private study. Enrolment is normally on a voluntary basis. When important innovations are introduced, however, in-service training can be made compulsory.

Whilst teachers are following in-service training courses they are replaced either by the head teacher or by a colleague teaching in the school (see also Point 6 - Form and content).

## 4. Qualifying training and evaluation

### Qualifying training

Teachers who attend in-service courses receive only certificates of attendance.

There is no bonus for attending a training course nor any immediate effects on teachers' salaries or careers. However, when there is a vacancy (e.g. for a head of department or head teacher), priority may be given to the candidates with the highest attendance rates.

On the other hand, teachers successful in courses of further training receive certificates or diplomas, which in certain cases, entitle them not only to teach another or an additional subject or to take on certain responsibilities but also to progress up the salary scale.

### Evaluation

Evaluation of the organization and content of the training is carried out at the end of every course by means of questionnaires to be completed by the participants.

Teachers undergoing training are not assessed on a systematic basis. It is assumed that they will benefit from the training and be able to make use of their newly acquired skills in the classroom.

## 5. In-service training establishments and trainers

Through the educational research which they conduct and co-operation with other institutions, the *Pädagogische Institute* have extensive knowledge and wide experience of educational trends and problems. They also have a legal obligation to co-operate with other institutions, including universities and adult education institutes, private bodies and industry. Trainers can thus be recruited from amongst teachers and from these institutions. They are usually engaged for individual courses, so considerable flexibility is guaranteed, which often makes it possible to react to short-term needs. Due to awareness of the importance of trainer quality, several measures have been taken to improve the training of teacher trainers recruited from the peer group.

## 6. Form and content

### Form

In-service training is mostly provided during the academic year and teachers are granted leave to attend. A certain number of courses also take place during the school holidays.

There is a decree limiting short courses during the school year to a maximum of three consecutive days in order to contain costs. This is a counterweight to the special regulations which allow a paid supply teacher to be provided when a teacher's absence exceeds three days.

However, this decree includes specific provision for the length of training to be extended where necessary.

Courses organized in modules or as weekly meetings outside teaching hours can run over a term or a year or even longer. Teachers who undertake in-company training are entitled to special leave which may sometimes be assimilated to sabbatical leave under COMETT, as these training periods usually exceed one week.

In-service training is extremely varied both in form and content. It can be organized in the form of workshops, seminars with lectures and discussions, conferences, field trips, industrial visits, in-company (on-the-job) training etc.

Other types of activities include meetings or workshops for teachers of specific subjects (*Arbeitsgemeinschaften*).

### Content

The programmes are usually limited to specific target groups (categories of teachers or teachers in specific types of school or subjects) but there are also courses open to all teachers. Specific selection criteria may be applied, depending on the course content.

The content of in-service training is extremely varied, ranging from topics connected with the organization of education, to curricular matters, via topics of regional importance and the science of education, which is a particular favourite. Areas such as school management, computer studies, teacher development and classroom management, the new technologies, EU actions and multicultural education are becoming increasingly popular. Provision has also been made in order to meet unforeseen needs in any field (e.g. migrants' children) at short notice.

## 7. In-service training and teacher mobility

Once Austria has access to all EU exchange programmes, training activities will certainly be integrated into international programmes to a greater extent. At present, Austria has bilateral programmes with other European countries, including these of Eastern Europe, which enable their teachers to attend courses in Austria or to take courses appropriate to their needs given in their home countries by Austrian trainers. As a member of the Council of Europe, Austria takes part in the CDCC Teacher Bursaries Scheme. Under this scheme, Austria admits 50 teachers from other member countries to its short national in-service training courses as part of the in-service training programme for teachers of the technical and vocational education sectors.

In exchange, Austrian teachers can take part in courses offered by other countries and by the Council of Europe.

Since 1992, Austria has participated in the COMETT programme and is preparing to set up the necessary infrastructure to take part in the LINGUA programme.

## 8. Statistics

Participation rates in in-service training vary in particular according to the different categories of teachers and subjects. Needs analysis during the planning stage, a combination of both top-down and bottom-up approaches and flexibility in course organization allow programmes to be adapted to teachers' needs.

The Ministry allocates 0,5% of its budget to in-service teacher training. This is equivalent to 18,5% of expenditure on initial training.

## 9. Reforms / Current debates and trends

Efforts to introduce compulsory teacher training (for instance attendance at one course a year) have failed, partly because of the high costs which would be involved.

Subjects covered by in-service training programmes follow changes in society and in education and educational reform. Thus, since the recently introduced reforms (14th and 15th amendments to the School Organization Act) granting a higher degree of autonomy[1] to schools and providing for the integration of handicapped children into mainstream schools, courses have been offered to teachers and heads to enable them to carry out their new tasks. Main current trends and priorities include teacher development, school management, the new technologies, multicultural education, teaching of German as a foreign language, foreign language teaching (especially vocationally-oriented language learning), in-company training for teachers of technological and commercial subjects, ecological awareness, adult education, interdisciplinary skills, core skills, and the European dimension.

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[1] The aim is to make the system more flexible and to enable schools to play their new role in relation, on the one hand, to the community and, on the other, to the degree of centralization required for the essential unity of the system.

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# PORTUGAL

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education<br>*Educação Pre-Escolar*<br>(3 to 6 years of age)<br>1st cycle "of basic education"<br>*1° ciclo do Ensino Basico*<br>(6 to 10 years of age) | Successful completion of secondary schooling or equivalent and tests specifically designed to evaluate ability to attend a higher education institution (*Prova de Aferição* and specific tests) | School of education (*Escola Superior de Educação ESE*)<br>The *ESE* are non-university higher education institutions (*Institutos Superior Tecnicos*)<br>3 years | 3 years<br>min. 40% of course A<br>A = personal, social, cultural, scientific, technological, technical or artistic training<br>max. 60% of course B<br>B = educational sciences and teaching practice supervised by the training institution, with the cooperation of the teaching institution where the training takes place | Nursery or Primary Teaching Diploma<br>*Bacharelato* |
| 2nd cycle of "basic education"<br>*2° ciclo do Ensino Basico*<br>(10 to 12 years of age) | as above | *ESE*<br>4 years (or 4/5 years if they continue their studies after having obtained their *Bacharelato* degree for the 1st cycle) | 1 or 2 subjects<br>max. 70% of course A<br>min. 30% of course B | Specialized Higher Studies Diploma or *Licenciatura* degree* |
| 3rd cycle of "basic education"<br>*3° ciclo do Ensino Basico*<br>(12 to 15 years of age) | as above | 5 to 6 years of university studies | 5 to 6 years of university studies, teaching practice included<br>max. 70% of course A<br>min. 30% of course B | *Licenciatura* degree* |
| Secondary education<br>*Ensino Secundario Geral*<br>(15 to 18 years of age) | as above | 5 to 6 years of university studies | 5 to 6 years of university studies, teaching practice included<br>max. 80% of course A<br>min. 20% of course B | *Licenciatura* degree* |

*) Teachers who are graduates with a *licenciatura* degree (which does not constitute a professional teaching qualification) may obtain qualified teacher status either by completing a one-year course of distance training provided by the *Universidade Aberta* (Open university) (a minimum of 6 years' teaching experience is required for admission to this scheme) or after successfully completing a two-year course of in-service education, under the responsibility and supervision of a higher education institution. In the first year, teachers attend lectures on education sciences by provided higher education institutions. The practical teaching training, in the second year, takes place in schools, under the joint responsibility of a higher education institution and the school education council. It includes practical teaching (planning and execution), classroom management, and participation in the school's education project. Teachers undergoing training who have at least 6 years of teaching experience have their teaching hours reduced and are exempt from the second year of practical training.

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The law establishing the framework for in-service teacher training (Decree-law No 249) was passed in 1992. This regulates in-service training and the related system of coordination, administration, and support. It sets out the following basic aims for in-service training:

- to improve the quality of teaching by providing teachers with continuous updating and upgrading of both their theoretical and their practical knowledge;

- to improve teachers' professional and pedagogical skills in the different areas in which they work;

- to encourage independent learning, research and educational innovation;

- to make professional retraining possible in order to facilitate mobility between the different levels and types of education and between "teaching groups" (groups of subject areas in which teachers are qualified to teach, depending on their respective training).

These aims take up objectives previously formulated by statute (Comprehensive Law on the Education System, Law No 46 of 1986, which introduced the reform of the Portuguese education system; Ordinance on the training of pre-school trainers and teachers in "basic" and secondary education - Decree-law No 344 of 1989; Terms and conditions of service of teaching staff - Decree-law No 139-A of 1990).

### 2. Authorities involved in provision

At national level, the Ministry of Education establishes the priorities which the training centres must observe and establishes national courses in the context of the reform of the education system.

The "Coordinating Council for In-service Training" coordinates, assesses and supervises in-service teacher training at national level. This body's main functions are to formulate recommendations, make known the training courses on offer, plan their distribution, participate in defining criteria for funding, establish the duration of the courses, register and accredit the centres and training activities, and carry out assessments of the system, more especially in terms of the adequacy of supply in relation to demand and the links between initial and in-service training.

The General Inspectorate of Education is responsible for supervising and inspecting accredited training centres.

At regional level, the Regional Directorates of Education are responsible for the administration of the system. To this end, they have to draw up an annual list of the activities proposed in the region, grant approval to the provision of educational services, encourage the establishment of new training centres on the initiative of school associations, and promote inter-school cooperation.

These bodies can also designate areas for priority action and take specific action by way of implementation.

## 3. Right to in-service training

The teaching staff regulations describe the teachers' right to training and information affecting the performance of their duties as a "professional right" peculiar to the teaching profession. It is guaranteed by providing access to regular teacher training activities designed to update and upgrade teachers' professional knowledge and skills. Such activities can also be designed to provide professional retraining or to promote mobility or career advancement. Such advancement determines the teacher's promotion to the next level on the scale.

Release from teaching duties for up to a maximum of eight working days (separately or en bloc) per school year may be granted to teachers attending congresses, conferences, symposia, courses, seminars or other activities connected with teacher training and aimed at its updating.

Leave will be granted provided that it is proved that the training activities cannot take place outside the teacher's normal working hours. When granting such leave, the administrative body of the school must be assured that the teacher concerned will be replaced by another teacher from within the school, as provided in the teachers' terms and conditions of service (*Estatuto da Carreira Docente*).

## 4. Qualifying training and evaluation

### Qualifying training

In-service training is also a duty and it is a prerequisite for teachers' advancement in their teaching career, as they are regularly reported on and given marks in the course of their careers. In-service training goes on throughout the professional career, beginning at the end of initial training.

A specific number of credits, calculated on the basis of the number of hours and the level of training undertaken, is awarded for each in-service training activity. These credits are taken into account and influence the teacher's promotion prospects.

Only training provided at accredited training centres and institutions (see point 6) can be so taken into account.

Any teachers who have not had an opportunity to undertake the in-service training necessary for promotion have to prove the point by showing that, while in their present grade, none of the courses necessary for this promotion have been made available free of charge in an appropriate field of study in the locality of the school.

### Evaluation

In-service training courses are assessed both by the teacher undergoing training and by the trainer (or the training institution) so that the adequacy of the courses can be assessed in relation to the goals previously set and that their utility in teacher training can be measured. Training institutions have to develop methods for assessing the courses, evaluate the resulting data, and publish their findings.

In addition, the Ministry of Education and the Coordinating Council for In-service Training are responsible for the evaluation of in-service training at national level.

## 5. In-service training establishments and trainers

The Basic Law on the General Structure and Organization of the Education System gives a major role in in-service training to the institutions which provide initial training in close cooperation with the schools in which trainers and teachers are employed.

Subsequent regulations establishing a legal basis for teacher training provide that in-service training can be offered in specialized institutions, in particular in those responsible for initial teacher training (higher education institutions), but that it can also arise from the initiative of national or regional agencies of the Ministry of Education and the professional and academic associations of teachers.

Associations may also take initiatives.

Training centres may be public, private, or mixed (i.e. with the participation of both the public and private sectors).

- **Higher education institutions** may provide training either on their own initiative or on the basis of cooperation protocols or contracts with other training centres. More particularly, they are qualified to offer advanced and specialized training. As centres providing initial teacher training, they are also responsible for developing courses for the training of teacher trainers.

  Higher education institutions can provide advice to training centres on academic and methodological matters, especially by assisting in identifying needs, developing training plans, and in designing and developing projects.

- **Training centres run by associations of schools** are set up by groups of schools and kindergartens located in the same area. They must include schools offering different levels of education and trainers representing each of these levels. These centres must make sure that the national priorities for training are respected and must establish local priorities. They are also responsible for developing training plans. To this end, they can enter into agreements to cooperate with other training centres so as to ensure that the supply of training meets the demand.

- **Training centres run by teacher associations** made up of groups teachers may, like the school associations, create in-service teacher training centres under the law on the formation of associations.

- **The services of the central or regional education administration** may promote complementary in-service training in the areas of special education, vocational training, adult education, and Portuguese language teaching abroad.

Institutions wishing to provide in-service training have to submit to a process of **accreditation**. For this, they must apply to the Coordinating Council for In-service Training. In its application, each training centre must indicate its programme of training courses and projects, the names and qualifications of its trainers, where the training will be carried out, and for whom it is intended.

Accreditation is valid for three years.

The framework legislation governing in-service teacher training specifies a series of requirements which trainers must meet. These differ depending on the level of the training. In this context there are three levels of training: introductory, advanced, and specialized.

At the introductory level, trainers must be practising teachers with qualifications equal to or higher than those of the teachers at whom the training is aimed.

At the advanced and specialized levels, trainers must be specialists, i.e. they must be pre-school teachers or primary, secondary, or higher education teaching staff, with at least five years' seniority and they must hold one of the following specialized certificates: the diploma in specialized higher education (a non-university higher education diploma taken over one to two years following the award of a higher education diploma); a degree (*licenciatura*) in education sciences; a postgraduate qualification; a pass in an examination of teaching aptitude and academic ability to teach in higher education; a Master's degree or a doctorate.

The In-service Training Coordinating Council can also grant a specialized trainer qualification to professionals who are not teachers but whose professional experience justifies it.

## 6. Form and content

### Form

In-service training can take the form of courses or training modules, seminars, training courses, projects, or training workshops and can also include the study of particular higher education subjects.

There are three levels of training:

- introductory, lasting a minimum of 30 hours;
- advanced, lasting a minimum of 22 hours;
- specialized, lasting a minimum of 15 hours.

Introductory and advanced training are offered by one of the training institutions mentioned above.

Specialized courses are provided by higher education institutions or by training centres operating under their aegis for academic and educational guidance.

In-service training must be accredited by the Coordinating Council for In-service Training.

The application for accreditation must specify the name of the course, the level assigned to it, its duration, and for whom it is intended, the conditions for attendance, the names and qualifications of the trainers, the location of the course, and the method of assessment.

The accreditation indicates the number of credits to be awarded for promotion purposes and the fields to which it relates.

Teachers are entitled to eight days of leave each year to participate in in-service training.

Recently, the Basic Law on the General Structure and Organization of the Education System has made provision for teachers to be granted "periods of time specifically intended for in-service training, which could take the form of sabbatical years". This provision is confirmed by Decree-law No 139-A of 1990, which describes the teachers who are entitled to apply for sabbatical leave. In order to qualify, teachers must hold permanent posts and have been awarded "satisfactory" marks in their reports over an uninterrupted period of at least ten years of teaching.

Other leave of absence will also be granted "to enable teachers to participate in conferences, symposia, courses, seminars, and other activities organized inside the country or abroad".

## Content

In-service training must include both academic and teaching aspects and theoretical and practical elements, and encourage the acquisition of the various functions appropriate to the needs of the teacher. It must be flexible in order to ensure the retraining and mobility of teachers.

In-service training must also be based on teaching methods similar to the ones the teachers will be called upon to use in their teaching. It must emphasize the practical application of critical analysis, research, and innovations in teaching and constructive participation in the local environment.

The main in-service training courses include:

- education sciences and specializations which are subjects taught at the various levels of education (pre-school, primary, and secondary);
- teaching practice and research in the various areas of teaching;

- personal, ethical, social and cultural training;
- Portuguese language and culture;
- communication methods and techniques.

## 7. In-service training and teacher mobility

There is no information available on this point.

## 8. Statistics

The educational programme for Portugal (PRODEP), which includes several sub-programmes, has been approved for Community support. The first sub-programme of PRODEP includes training measures promoting management and computer science or communications (FORGEST) and measures promoting in-service teacher training (FOCO). These were awarded the following budgetary grants for the financing of in-service teacher training in 1993:

| | |
|---|---|
| FOCO | 11 552 342 000 escudos |
| FORGEST | 1 511 948 000 escudos |

As the State budget for education in 1993 was 659 567 527 000 escudos, these grants represent approximately 2% of the total budget.

Different levels of education show different rates of participation. For 1993, the rates were estimated at 70.3% for the pre-school level, 44% for the lower and 50% for the intermediate and upper levels of "basic education", and 37% for upper secondary education.

## 9. Reforms / Current debates and trends

The Council of Ministers has recently approved a Bill to introduce changes to the legal framework of in-service teacher training and to its coordination and administration. The most interesting changes to the present arrangements are set out below, pending publication of the Decree-law.

### Administration

A new scientific and educational body, called the Science and Education Council for In-service Training will be set up at national level to replace the current Coordination Council for In-Service Teacher Training. The new council will consist of a president and four members appointed by the Minister for Education and chosen from persons who have earned a reputation for excellence in the field of education.

Like the Coordination Council, the new Science and Education Council for In-service Training will be responsible for the accreditation of training centres and in-service training activities, and for monitoring and evaluating the practical implementation of the in-service training system as a whole. The Council will also provide an advisory service by responding to questions falling within its area of competence

In addition to the tasks provided for under the original legal framework, administrative bodies at regional level will be responsible for ensuring the conformity of new training centres and associations of schools.

### Training centres

The main change here involves areas where the central and regional administrative bodies may, by joining with other training centres, carry out training activities. In this way, the administrative bodies will also be responsible for those areas considered relevant to the progress of reforms and the development of the education system.

The initial legal framework subjected all centres wishing to organize training activities to an accreditation process. The new system waives this requirement for higher education institutions and for education administration bodies at central and regional level, although they must still provide the Science and Education Council for In-service Training with all necessary information about their activities.

### Form and content

The new framework will maintain the forms of in-service training activities but eliminate the various levels. Another change affects the organization of training into subject areas explicitly mentioned in the legislation, but it does not reduce the content of training.

Training activities carried out by a training centre of any kind will remain subject to the approval of the Science and Education Council for In-service Training.

### Trainers

One of the principal aims of the present restructuring of the legal framework for in-service training is to provide a clear definition of the qualifications required of trainers.

Under the previous system, these qualifications were defined with respect to the level of training activities. Insofar as these levels are eliminated, qualifications will from now on be defined in terms of the individual trainer's position, e.g. professional teachers and/or other persons.

Trainers are required to have at least one of the following qualifications: a doctorate, a Master's degree; successful completion of qualifying examinations for teaching in higher education; a post-graduate course or part of a Master's degree relating to the teaching profession; or a higher education diploma with a specialization in education for those who are already graduates.

As regards teachers employed at primary and secondary level and preschool instructors, one of the following qualifications is required to teach in-service training courses: a specialised higher education diploma; a specialised training course or trainer training course of at least 120 hours duration. Teachers with appropriate qualifications and experience in teacher training may also be entitled to give courses in specific training areas. A teacher's status as a trainer must be formally considered and approved by the Science and Education Council for In-service Training.

The new system grants trainers the right, within certain limits, to accumulate credits for the training activities they participate in.

### In-service training and promotion

The proposed modification of the in-service training system will create new conditions for taking account of training activities in the promotion process within the teaching profession. Although it is still the case that the trainers must, when they give their courses, already be in the teaching service, such activities must also comply with one of the following conditions:

- cover topics directly relevant to the professional classroom activity of the teachers; or
- be an integral part of a professional retraining scheme; or
- give staff the skills to perform specific supervisory, management and administrative tasks in schools.

* * *

# FINLAND

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (0 to 6 years of age) | Upper secondary school leaving certificate or adequate vocational certificate | Nursery teacher training college or university, from 1.8.1995 university only | 3 years<br>the course includes the science of teaching, psychological and creative subjects plus 20-30 weeks of teaching practice | Nursery teacher certificate (from 1995 BA level degree in education) |
| Primary education (7 to 13 years of age)<br>Comprehensive School | Upper secondary school leaving certificate and university entrance examination | Department of teacher education in university | 4-5 years<br>45% university studies in school subjects (common core in all school subjects and specialization in 1-2 subjects); 45% educational science including Master's thesis and research method studies; 10% teaching practice | Master of Education |
| Lower Secondary education (14 to 16 years of age) and General Upper Secondary education (16 to 19 years of age)<br>Comprehensive School | Upper secondary school leaving certificate and university entrance examination | University faculties | 5-6 years<br>1. University studies in 1-3 subjects (in one subject advanced studies and Master's thesis) and<br>2. Educational studies<br>a) 35-40 study weeks concurrently with university subject studies, or<br>b) Educational studies (1 year) after Master's degree<br>Structure of educational studies: 30% educational sciences; 20% teaching theory related to school subject; 50% teaching practice | Master of Arts<br>Master of Science<br>Master of Music<br>Master of Physical Education<br>Master of Theology |
| Vocational Upper Secondary education and Non-university higher education (16+ years of age) | Higher vocational diploma or Master's degree from university plus work experience (2-3 years) | University or Vocational college of education | 40 credits of teaching studies (one full-time year of study): educational science, science of teaching related to the subjects and the practice of the teaching profession. Specializations: curriculum planning, guidance of learning, student tutoring and planning of school activities. Studies are often linked to the actual work of the intending teacher. | Diploma in teaching. The diploma qualifies for all schools from 1.1.1995. The requirements of subject studies vary from one type of school to another. |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The objectives set for in-service training in Finland are to update teachers' skills in relation to the implementation of the curriculum and school evaluation and to the new challenges of multiculturalism, internationalization and modern technology. It is also aimed at enabling teachers to expand their skills and develop their personality. In the vocational sector, in-service training often aims to give teachers the skills to teach at a higher level of the school system.

At the regional and institutional levels, in-service training is aimed at enhancing the development of schools and creating school networks. The improvement of school effectiveness is also a top priority.

At national level, in-service training activities are designed to support the implementation of official education policy and strategy in schools.

### 2. Authorities involved in provision

Under Finnish legislation, the bodies supervising schools are responsible for the in-service training of teachers. Three types of training can be identified, according to the body supervising and financing it:

- individual training undertaken by teachers on their own initiative;

- training arranged by schools; and

- training designed to support the implementation of national policy directives and innovations.

In the first case, responsibility is delegated to the individual teacher, who may receive financial support in the form of a grant from public funds. When staff development is organized by the school, responsibility rests with the local education authorities in the case of comprehensive schools and general upper secondary schools; for other types of schools, responsibility is shared between the State and various foundations. As for the in-service training serving to implement national educational policy objectives, it is the State, and more specifically the National Board of Education, which is the highest authority in charge of the programmes and financing.

### 3. Right to in-service training

Under the current legislation and the collective agreements in the education sector, all teachers have a duty to participate in training lasting from three to five days each year, arranged by their school authority. Participation in state-subsidized training at national level is decided by the school administration.

In vocational education, in-service training has to be provided during the working time of the teachers, who must continue to be paid their salary in full. However, the principle that pupils have the right to full-time education must be observed and this raises the problem of the replacement of teachers undertaking training. In primary and upper secondary education, obligatory in-service training takes place outside the working time of the teachers.

Teachers who are absent from school for training for several days, usually exchange lessons with other teachers. For longer periods of training, the school usually has no other choice than to employ a supply teacher. Although this was current practice in the 1980s, when supply teachers were even called on for single days, it has become much less frequent today for reasons of cost. Schools prefer to arrange their teachers' various in-service training days locally in such a way that they can group classes together for sports or cultural or environmental activities, which can be supervised by fewer staff.

## 4. Qualifying training and evaluation

### Qualifying training

Studies have shown that teachers prefer training which enables them to update their knowledge in the subjects they teach and to improve their professional skills. Teachers are increasingly interested in in-service training which counts towards diplomas and degrees and thus improves their position in the labour market. Up to now, however, only a very few in-service training courses have been recognized as credits towards university-level studies or degrees.

In the context of the restructuring of Finnish education, the National Board of Education has, over the past few years, financed training designed to qualify teachers at more advanced levels of education (from college-level to university-level), thus increasing teachers' competence and supporting their further studies. Totally or partially financed, this training has been offered in industrial fields, information technology, art education, environmental studies and health care. National schemes of in-service training have been connected with the reforms of the education structure.

The National Board of Education has launched professional development programmes for head teachers and teachers, in cooperation with the in-service training centres and the universities.

### Evaluation

In line with its responsibilities for evaluation and raising the general level of in-service training in Finland, the National Board of Education will be concentrating on quality evaluation.

The individual programmes are evaluated by the body responsible for them. More importance will be attached to self-evaluation by the participants.

## 5. In-service training establishments and trainers

The National Board of Education has two training centres for all the educational staff in Finland. The in-service training of teachers in vocational schools and adult education centres has been placed in vocational teacher education colleges, whereas for teachers in general secondary schools training is primarily provided by the in-service training units and teacher training units attached to universities and by summer universities.

In the two training centres of the National Board of Education, the trainers are usually employed on a contract or freelance basis and represent a wide range of expertise. They are in the main civil servants from the educational administration, qualified teachers or university researchers.

In vocational teacher training colleges, trainers frequently have vocational teacher qualifications in the same field and MA-level or higher studies in education

University units for in-service training and teacher training are normally managed by staff at doctorate level, and trainers are, as above, experts under contract or on a freelance basis, or university teachers with MA or higher degrees.

Other bodies making an increasing contribution in the field are the polytechnics, the specialized vocational institutions, the adult education departments of vocational schools, teachers' unions, and private enterprises and consultancy services.

The school authorities and administrations are increasingly favouring locally arranged and school-based forms of in-service training, and various private firms and consultants already play an active role in the organization of staff development courses. Instead of short courses, there will be a gradual shift towards training programmes and projects supporting the development of schools and the individual work of teachers. Teacher participation is today largely determined by the cost-effectiveness of the training offered. It should also be mentioned that recent years have seen the development of various types of multi-media based distance learning.

## 6. Form and content

### Form

School teachers have a duty to participate in in-service training on three days every year, while vocational school teachers have a right to five annual in-service training days. This is included in the calculation of government grants. In addition to this, the education authority for the school (the state, municipality or private body) may buy in in-service training "shares" for its staff.

The training is always provided by the education authority of the school, either through public or private providers of training. There are two dominant trends: on the one hand, more and more schools are organizing in-service training at the school itself or nearby, by inviting experts or arranging visits to businesses, other educational establishments, exhibitions etc. On the other hand schools are beginning to group separate in-service training periods into larger units, so that, by combining several training units and complementing them with independent study and distance education, a complete qualification can be obtained. One example of this is the professional development qualification consisting of 40 credits.

### Content

For 1994, the main themes of the in-service training funded by the National Board of Education are:

- curricular development;
- evaluating the effectiveness of traininig;
- qualifications, examinations and quality control in adult education;
- training in foreign languages;
- education for immigrants;
- vocational counselling and guidance;
- the educational challenge of schools with neither separate year classes nor provision for independent study; and
- internationalism.

These training activities are generally open to all categories of teachers.

## 7. In-service training and teacher mobility

Finland joined the ERASMUS and COMETT programmes in 1990 and 1992 respectively. Schools have been encouraged to strengthen bilingual education and modules taught in European languages to facilitate exchange programmes. There are also bilateral exchange programmes between Finland and other countries, e.g. FUSEEC with the U.S.A.

## 8. Statistics

Due to the decentralization of decision-making, there are no national statistics on the funds allocated to in-service training. Educational establishments are advised to use an average of 1% of public education grants for the staff development of their teaching staff. Teachers in vocational institutions have usually had the best overall training opportunities, while teachers in the field of general education have had the most restricted access to in-service training.

In 1992, the proportion of the education budget allocated to in-service training of teachers was estimated at 0,12%.

In the same year, 1,32% of the education budget was allocated to initial training of teachers.

It should be noted that public expenditure on education and teacher training comes from two main sources: the state budget and municipal budgets. The government grants to education cover on average 57% of education costs. The municipalities (and in some cases private school owners) are supposed to cover the remaining 43%. Nonetheless the percentage of government funding varies from one school type to another, and no exact information about the local funding is available. (It can be higher than average.)

Teacher participation in independent training varies widely and is clearly in addition to the other forms of training.

## 9. Reforms / Current debates and trends

A general decentralization of educational administration is currently under way in Finland. In the field of in-service training, general oversight and financial control are being delegated to regional training networks, to schools and to individuals.

Future priority areas are the evaluation of the effectiveness of education at individual, local, national and international levels respectively.

Initial teacher training and the in-service training of teachers are currently being reformed according to the principles of "lifelong learning". The main goals are to eliminate the bottlenecks in education, combine the qualification requirements of different levels of teacher training, and enhance on-the-job training.

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# SWEDEN

## 1. INITIAL TRAINING OF TEACHERS

| School level | Entrance requirements | Location of training | Course structure (1) | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (0 to 6/7 years of age) | Upper secondary school leaving certificate from a 3-year national course or an equivalent level of knowledge, e.g. through work experience, and specific requirements, imposed by the individual institution, of passes in particular subjects. | University, or university college of education or teacher training college. | Course of study for 120 points (2), for service as a pre-school teacher or as a youth worker. | University Degree in Nursery Education and Youth Work. |
| Primary and lower secondary education (6/7 years to 16 years of age) provided on an uninterrupted basis between school entry and leaving ages (*grundskola*) | As above. | As above. | Courses of study for teaching in years 1-7 and 4-9 respectively.<br>Trainees for years 1-7:<br>Minimum 140 points with specialization (7 points) in Swedish and social science subjects or mathematics and natural science subjects.<br>Options: Swedish as a second language, or as mother tongue, or adult education.<br>Trainees for years 4-9:<br>Either minimum 180 points with 60 points in the major subject and 40 points in other subjects (art and music 80 points; home economics, physical education, crafts and Swedish 60 points); or 140-160 points with specialization in Swedish and other languages, or mother tongue, Swedish as a second foreign language and English, or social science subjects, or mathematics and natural science subjects or artistic and practical subject with Swedish/English/mother tongue/mathematics. All courses include 40 points in the theory and practice of teaching. | University Degree in Education for Primary and Lower Secondary Education. |
| Upper secondary education (16 to 19 years of age) *gymnasieskola*<br>General subjects<br>Group 1 | As above. | University, or teacher training college. | 160-220 points: min. 80 points in the major subject, 60 points in other subjects (80 points in modern languages, Swedish, civics or artistic and practical subjects) and 40 points in the theory and practice of teaching. | University Degree in Education for Upper Secondary Education, which is also valid for teaching in adult education. |
| Group 2 | University degree of min. 140 points with min. 80 points in a subject relevant for teaching. | As above. | 40 points in the theory and practice of teaching. | As above. |
| Vocational subjects | Degree in engineering, architecture or economics/business administration or vocational training and professional experience. | As above. | As above. | As above. |

| School level | Entrance requirements | Location of training | Course structure (1) | Qualifications / Titles |
|---|---|---|---|---|
| Primary and Secondary education<br>Art teaching | Upper secondary school leaving certificate from a 3 year national course or equivalent level of knowledge, e.g. through work experience, and specific requirements imposed by the individual institution, of passes in particular subjects. | University or College of Fine Arts | 120 points: 80 points in art theory and coursework and 40 points in the theory and practice of teaching. | University Degree in Art Education, which is also valid for teaching in adult education. |
| Physical education teaching | As above. | University college or department of physical education | 120 points: 80 points in area of studies and 40 points in the theory and practice of teaching. | University Degree in Physical Education. |
| Home economics teaching | As above. | University | 120 points including 40 points in the theory and practice of teaching. | University Degree in Home Economics Education. |
| Craft teaching | As above. | As above. | Courses with specialization in wood, metal or textiles.<br>120 points: 80 points in theoretical and practical coursework and 40 points in the theory and practice of teaching. | University Degree in Craft Education. |
| Pre-school primary and secondary education Music | As above. | University or music conservatory | 160 points including specializations and 40 points in the theory and practice of teaching. | University Degree in Music Education. |
| Special education | Degree in education. | University or teacher training college. | 40-60 points depending on specialization. | University Degree in Special Education. |

(1) The basic structure and aims of all degree courses are laid down by the government, whereas each institution determines the content. Supervised teaching practice equivalent to one term's full-time study is a requirement in all teacher training.

(2) Study time is measured in points; 1 point represents 1 week's study, and 40 points represents a whole year.

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

In the new aim and result-oriented system governing Swedish schools, in-service training of school staff is a central instrument for attaining equivalent and high-quality teaching standards throughout the school system. All in-service training should aim at contributing towards the fulfilment of national aims and developing school activities. To this end, in-service training should increase the knowledge, skills and understanding of all teaching staff. These aims have been emphasized by Parliament and the government in a number of Acts and resolutions since 1989.

In-service training of teachers should meet the needs resulting from the implementation of the guidelines and national aims in relation to education, those defined locally by the individual authorities and schools, and individual teachers' needs for professional development. Through in-service training, teachers should learn to assess how the national aims of education can be attained on the basis of a common approach in relation to the work and the role of the school.

### 2. Authorities involved in provision

On 2 January 1991, responsibility for teaching staff was transferred from the State to the local authorities. On 1 July 1991, these were given full responsibility for the organization and implementation of all school activities; the principles of management by objectives and results were also introduced into the school system. These reforms have shaped and set the framework for in-service training of teachers.

In-service training is organized for teachers in compulsory education, in upper secondary schools and in local authority adult education courses.

The in-service training of teachers is a shared responsibility between the central and local government.

The State guarantees teachers althroughout the country access to good quality in-service training. This responsibility is delegated to the main central authority for supervision of the school system, the National Agency for Education, which receives special government grants for the in-service training of teachers. Mainly these grants are used to support educational reforms. The National Agency for Education is also responsible for the basic training programme for head teachers.

The local government districts are obliged by the Education Act to provide their staff with adequate in-service training and professional development. The latter concept includes *inter alia* their personal development, further education and local development work. Most authorities have one or more members of staff formally responsible for the in-service training of all their teachers. To a large extent, responsibility for the planning and organization of training activities and professional development is delegated to the various head teachers. Almost all authorities cooperate with each other in arranging training activities, for example, for teachers of practical and artistic subjects and school welfare staff, guidance officers and speech therapists.

## 3. Right to in-service training

In-service training is an integral part of a teacher's normal service during the school year. All teachers are obliged to participate in school-based training five days per year. This applies regardless of whether training activities are arranged by the employer - the local government district - or by the individual school. These days can be used for in-service training or for planning school work, and the activities are often arranged over two or three days per term in order to ensure a certain continuity.

In addition to these in-service training days, the employer may use teachers' working hours during school holidays for in-service training, planning or evaluation for not more than 12 days per year, or in total for 24 days over a three-year period. According to the current school agreement, training during holidays should be arranged at the beginning of the Autumn term or the end of the Spring term. It is, however, quite common for teachers, individually or in a group, to be able to take part in training activities after school hours during term time.

If the employer makes maximum use of these resources by combining in-service training days and working hours during holidays, teachers may receive up to 13 to 17 days of in-service training a year.

The duration and frequency of training activities vary according to the teacher's category and training needs. They can, for example, be arranged as a separate course of one or several days' duration, linked to lectures and study modules, or form part of a broader strategy where holiday working hours, in-service training days and other time for in-service training are used for studies on the same topic.

## 4. Qualifying training and evaluation

### Qualifying training

Participation in in-service training has no consequences for teachers' salaries and careers at present. However, discussions are being held regarding the possible introduction of an incentive to undertake in-service training which would have an effect on the teacher's salary.

### Evaluation

The National Agency for Education is responsible for national follow-up, evaluation and supervision of all school activities, including in particular in-service training for teachers. The Agency reports their results to the Ministry of Education and Science twice a year.

The local authorities are responsible for the evaluation of the in-service training which they provide. Usually the evaluation consists of a questionnaire which the teachers answer at the end of an in-service training day.

## 5. In-service training establishments and trainers

About 90% of all in-service training is provided by universities and establishments of higher education. Most of the training is organized in subjects chosen by the National Agency for Education in accordance with the aims and guidelines for school development laid down by Parliament and the Government. However, the institutions also provide tailor-made training, designed to meet local requirements.

Trainers are chosen according to the type or content of the course. They can, for example, be teacher trainers, specially engaged lecturers or course leaders, experienced peers, private consultants or represenatives of different trades.

## 6. Form and content

### Form

Training can take many different forms: school-based in-service training days, conferences, university courses, distance study, study circles, seminars, individual studies or courses abroad, etc.

### Content

Since the change to a decentralized school system, the content of in-service training is not defined at national level. There are, however, some topics which are announced as priorities by the Parliament and government in the different types of in-service training:

- All teachers should receive training in handling children with special needs.

- In the academic year 1989/90, a new scheme of initial teacher training was introduced for teachers of general subjects during compulsory education. As a consequence of this reform, a supplementary in-service training programme was started in that year with the aim of providing essentially similar basic skills for all categories of teachers.

- In-service training for teachers at the lower levels of compulsory education is intended to aim at increasing their knowledge of main subjects such as Swedish, mathematics, natural sciences and religion.

- Teachers in the upper secondary school should have their in-service training more directed towards the increased competence required by the individual teacher. A major task for in-service training is to supplement teachers' subject qualifications so as to bring them more in line with the qualifications needed in the new curricula in upper secondary education.

- Education in foreign languages should be promoted according to the new curriculum for compulsory education.

Other areas that are included in in-service training are, for example, European culture, internationalization, media and environmental studies. Pupils' rights and duties and their obligations in regard to school activities must be treated during the school-based in-service training days.

The National Agency for Education disburses about 400 scholarships each year to individuals who can justify their application for a course of in-service training. Subjects most likely to be accepted for these scholarships are: environmental studies, foreign language teaching, support to pupils with special needs, school democracy, and vocational studies.

Special courses have been arranged for head teachers since 1976, and as from the academic year 1992/93 there is also a special basic training programme for them. The aim of this programme is to ensure that the head teacher, as the leader of the school, is well aware of the national aims and guidelines for the school system.

## 7. In-service training and teacher mobility

Sweden takes part in the ERASMUS, COMETT and ARION programmes. The National Agency for Education also has special funds for the promotion of international contacts between teachers, participation in international conferences, and in-service training of foreign teachers in languages.

## 8. Statistics

Since 1993, central government subsidies to local government districts take the form of a block grant for various public services which the latter are obliged to provide. State funding, then, has nothing to do with school organization; the districts are free to allocate the grants to various services as they see fit. As a consequence of this reform, there are no figures available regarding the total cost of in-service training. In 1991/92, however, the funds for in-service training totalled approximately 470 million SEK.

The National Agency for Education has in 1994/95 resources for:

- in-service training (98 SEK);
- implementation of the reformed school system, including information about the new curricula and the marking system (128 SEK).

There are no reliable statistics on participation rates or on the relationship between supply and demand owing to the decentralized system.

## 9. Reforms / Current debates and trends

The main trends during the past few years are as follows.

- The aims of in-service training are shifting from individual development towards leadership/management training, local school development and the development of skills.

- In-service training is becoming more diversified and market-oriented. As a result, more and more local government districts are using training bodies other than universities and establishments of higher education.

At national level, the recent debate on in-service training for teachers is concerned with:

- maintainance of in-service training of high quality when training is a responsibility of the local authorities;

- provision for competence development on a lifelong learning basis for those who have completed their basic training. All individuals must assume responsibility for expanding their own skills, but how will they be given the financial means to seek continuing training? This debate affects all adults, but teachers are especially concerned.

At local level, much of the concern is about how to make in-service training an effective tool for local school development.

* * *

# UNITED KINGDOM

## ENGLAND AND WALES

### 1. INITIAL TEACHER TRAINING

All teachers in maintained, non-maintained special and self-governing (grant-maintained) schools must have qualified teacher status (QTS), which is awarded by the Secretary of State to those who successfully complete an approved course of initial teacher education. This requires intending teachers to satisfy specific competence criteria with regard to curriculum content, planning and assessment, teaching strategies, and further professional development. All the qualifications mentioned below confer QTS. Although teachers may specialize in meeting the needs of pupils of different age groups, there is only one single qualified teacher corps. All institutions providing courses leading to qualified teacher status (QTS) must be approved by the Secretary of State, who is advised by the Teacher Training Agency (TTA), which replaced the Council for the Accreditation of Teacher Education in 1994 as the body securing compliance with the Government's criteria for courses of teacher training. The TTA is also responsible for monitoring teacher training institutions to ensure their compliance with the criteria in practice.

# TRADITIONAL ROUTES

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Concurrent education degree (introduced in 1960s) | - Normally at least 2 passes at General Certificate of Education (GCE) Advanced level (upper secondary) and 3 passes in other subjects at General Certificate of Secondary Education (GCSE) (grade C or higher) (lower secondary) or the recognized equivalent.<br>- Passes must include English language, maths and (from 1996) science at GCSE (grade C or higher) or the recognized equivalent.<br>- Individual interview to assess personal qualities, suitability and commitment.<br>- Medical examination. | University or Higher Education Institution. | Normally 4 years full-time training combining<br>**for all students**<br>- curriculum, teaching training and educational studies;<br>- at least 2 years' university level study of main subject;<br>**future primary teachers only**<br>- the application of the students' main subject(s) in primary schools;<br>- at least 100 hours each on the teaching of English language, mathematics and science (150 hours from 1996);<br>- study of the other national curriculum subjects;<br>- at least 25 weeks' (32 from 1996) practical and teaching experience in schools;<br>**future secondary teachers only**<br>- the application of the students' main subject(s) in secondary schools;<br>- at least 32 weeks' practical and teaching experience in schools. | BEd or BA/BSc with QTS (graduate status conferred by degree). |
| Consecutive post-graduate course of initial teacher education (introduced in 1960s) | - A first BA/BSc degree or the recognized equivalent;<br>- passes in English language, maths and (from 1996) science at GCSE (grade C or higher) or the recognized equivalent;<br>- Individual interview to assess personal qualities and commitment;<br>- medical examination. | University or Higher Education Institution. | One year full-time intensive training comprising:<br>**for all students**<br>- curriculum, teaching training and educational studies;<br>**future primary teachers only**<br>- at least 100 hours each on the teaching of English language, mathematics and science (150 hours from 1996);<br>- the application of the students' degree subject(s) in primary schools;<br>- study of the other national curriculum subjects;<br>- at least 15 (18 from 1996) weeks' practical and teaching experience in schools;<br>**future secondary teachers only**<br>- the application of the students' degree subject(s) in secondary schools;<br>- at least 32 weeks' practical and teaching experience in schools. | Post-graduate Certificate in Education (PGCE) (graduate status achieved prior to training). |

# OTHER ROUTES

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| **Concurrent models**<br>Shortened concurrent degree courses for mature students | As for concurrent degree above:<br>- at least 24 years of age, and<br>- at least one year of relevant Higher Education. | University or Higher Education Institution | 2 year full-time courses<br>- see concurrent degree;<br>- at least 24 weeks to be spent in schools. | BEd or BA/BSc with QTS (graduate status conferred by degree). |
| Licensed Teacher Scheme (introduced in 1989 for mature persons without any formal teacher training) | - over 24 years of age;<br>- at least 2 years of full-time relevant higher education or its equivalent;<br>- GCSE passes in English, mathematics and (from 1996) science at grade C or above, or recognized equivalent;<br>- interview by school governors/LEA;<br>- medical examination. | Appointed by school and/or LEA as a "licensed teacher" | Training in post (up to 2 years) content and duration tailored to individual candidates' needs. | After 2 years, or a lesser period if the candidates' qualifications and experience are suitable, the employer applies to the Department for Education for the licensed teacher to be awarded QTS. This training route does not confer a named certificate, nor does it confer graduate status. |
| **Concurrent models**<br>Overseas-trained teachers (introduced in 1991) | - a degree;<br>- a teaching qualification from outside the European Union;<br>- at least 1 year's teaching experience;<br>- GCSE pass in English, mathematics and (from 1996) sciences at grade C or above or recognized equivalent;<br>- interview by school governors/LEA;<br>- medical examination. | Appointed by school governors and/or LEA as an "authorized teacher". | Training in post (up to 2 years) content and duration tailored to the teachers' individual needs. Application for QTS may be made after one term. | When satisfied that the teacher has the required competences, the employer recommends to the Department for Education (DFE) that the overseas teacher be awarded QTS. This training route does not confer a named certificate (graduate status achieved prior to ITE). |
| **Consecutive models**<br>Articled Teacher Scheme (introduced in 1990; from 1993, primary only) | As for PGCE above<br>- interview by panel representing HEI, school and LEA, where appropriate. | University or HEI and linked schools. | Two years full-time. See PGCE. 80% of training takes place in school and 20% in the HEI. | Post-graduate Certificate in Education (PGCE) (graduate status achieved prior to ITE). |
| School-centred training (introduced in 1993 for secondary teachers only) | As for PGCE above<br>- interview by school | School-centred. HEIs may contribute training under contract to school. | One year full-time. See PGCE. More than 80% of training based in school. | Post-graduate Certificate in Education (PGCE) or QTS (graduate status achieved prior to ITE). |
| Part-time distance learning courses (introduced in 1993) | As for PGCE above. | Distance learning Open University (OU) and practical experience in OU-nominated schools. | Normally 18 months. See PGCE. Distance teaching materials. At least 18 weeks' school experience. | Post-graduate Certificate in Education (PGCE) (graduate status achieved prior to ITE). |

## NOTES

1. The Education Act 1994 established the Teacher Training Agency (TTA). TTA accredits the institutions which provide ITE courses and funds ITE courses in England. The Higher Education Funding Council for Wales retains funding responsibilities for teacher education in Wales. The Secretary of State for Wales may request the TTA to assume non-funding responsibilities with respect to Wales.

2. Although teachers with QTS may teach in any sector, they generally teach pupils within the age range for which they have specialized.

3. Selection procedures: for all training models except the licensed, overseas-trained and articled and school-centred models, it is the HEI, together with practising teachers, which selects students. For the licensed, overseas-trained and school-centred models, teachers are selected by the school and the LEA. Articled teachers are selected by a panel comprising representatives of the HIE, the LEA and the school.

| | |
|---|---|
| BA | Bachelor of Arts |
| BEd | Bachelor of Education |
| DFE | Department for Education |
| HEI | Higher Education Institution |
| LEA | Local Education Authority |
| OU | Open University |
| ITA | Teacher Training Agency |
| BSc | Bachelor of Science |
| ITE | Initial Teacher Education |
| QTS | Qualified Teacher Status |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The aims of the in-service training of teachers are:

- to enable teachers to reflect on and develop their teaching practice throughout their professional life;
- to support teachers in the preparation and implementation of their individual school development plan;
- to support teachers in the implementation of curricular and other reforms in the education service;
- to prepare teachers to assume additional responsibilities associated with specific posts for which they may wish to apply, e.g. deputy head teacher, head teacher.

### 2. Authorities involved in provision

There is no one body with overall responsibility for in-service training (INSET); it is divided between central government (the Department for Education/DFE in England, and the Welsh Office/WO in Wales), the local education authorities (LEAs) (where appropriate), the school governing bodies, the head teachers and the individual teachers concerned.

The Department for Education and the Welsh Office provide financial support for INSET through a programme of Grants for Education Support and Training (GEST). This is paid to the LEA but is increasingly devolved by them to schools. These specific grants support a wide range of INSET in the following areas:

- school management (including training for head teachers and governors);
- the implementation of the national curriculum and related assessment arrangements;
- enhancement of primary teachers' subject knowledge;
- the use of information technology;
- special educational needs;
- national vocational qualifications;
- youth and community work.

Within these broad categories, it is for schools and LEAs to decide the details of training. The structure and size of the GEST programme is determined annually to enable new priorities to be reflected, therefore the above list can change from year to year. The Department for Education provides 60% of the funding for most of these projects, which last between one and three years.

Self-governing grant-maintained (GM) schools receive funding for INSET by means of a specific grant called the Special Purpose Grant (Development). All GM schools are eligible for this grant, which is paid at a rate of 100%. It currently provides a full-year sum of £42.50 per pupil. At least 50% must be spent on training. GM schools are expected to have regard to the categories set out in the GEST circular, but are otherwise free to determine their own priorities.

## 3. Right to in-service training

Teachers may take part in in-service training at any time in their career.

All teachers have a responsibility to contribute to their own and to their colleagues' professional development as appropriate. Participation in in-service education and training (INSET) is one of the professional duties of teachers. The statutory conditions of service provide for all full-time teachers to have at least five working days a year when they are not required to teach pupils. The Department for Education expects at least three of these non-contact days to be used for INSET.

Formal appraisal is also part of the statutory conditions of service of all full-time teachers. The statutory appraisal of teachers ensures the identification of individual training needs. These should be reflected in the school's development plan, which sets out the staff's training needs and how they will be met.

Access to INSET depends on the nature of the activities: for example, whilst all teachers will be involved in "whole school" professional development activities, only those teachers teaching a specific discipline will participate in subject-specific INSET. At the other end of the continuum, teachers applying to undertake courses leading to higher degrees or academic diplomas are subject to the admissions criteria of the higher education institution and course concerned.

With reference to training for senior posts, experience is also taken into account.

When teachers undertake INSET during the school day, their classes are taught by teaching colleagues from within the school or by qualified replacement teachers (known as "supply teachers"). The cost of employing replacement teachers must be met by the individual school but, when the training qualifies for GEST funding (see 2 above), these costs may be reclaimed.

## 4. Qualifying training and evaluation

### Qualifying training

INSET covers all professional development, from short courses to higher degrees. In some cases, certificates of attendance are awarded. Where teachers undertake studies leading to specific qualifications, e.g. an academic diploma or a higher degree, their performance is assessed by examination or coursework, as required by the accreditation body (usually a university). Credit accumulation applies only to courses leading to formal accreditation.

Where INSET is undertaken to address a training need identified during staff appraisal, the evidence of the teacher's effectiveness in implementing the knowledge and skills gained during training provides an indirect indication of the quality of the INSET received.

Teachers' qualifications, experience and performance are taken into consideration whenever they apply for a new post, which may involve promotion to a more senior post e.g. deputy head teacher or head teacher. Relevant professional development and participation in INSET may therefore assist a teacher in securing promotion.

There is no formal link between initial and in-service training.

### Evaluation

There is no single system for the evaluation of INSET. Provision may be evaluated by the individual, the school, the LEA or, in some cases, by the Office for Standards in Education (OFSTED).

It is increasingly the case that course providers seek feedback from participants on courses. Since individual schools must now pay for INSET from their delegated budgets, they are keen to evaluate the benefits which INSET brings.

## 5. In-service training establishments and trainers

INSET may be provided within a school, at a local education authority teachers' centre, at a university, a higher education institution or a further education institution, or at an independent training or conference centre in England and Wales or overseas.

Trainers include a wide range of agencies and individuals, school staff, LEA advisory teachers, advisers and inspectors, and independent consultants.

Senior staff within a school provide ongoing professional guidance and development for their less experienced colleagues, either as part of their day-to-day oversight or as part of special, focused training. Such support begins with the induction which follows the teacher's initial appointment to the school and continues for as long as it is required. (Note: Teacher probation has been abolished in England and Wales.)

## 6. Form and content

### Form

There is no legal minimum requirement for INSET. The duration and frequency of INSET cannot be defined in general terms. Participation by individual teachers varies considerably, depending on their interest and ability and on the demands of their post, from a few hours to a few days, and possibly over a long period on a full-time or a part-time basis.

The term "INSET" covers a wide range of staff development activities and there is no single form.

Each school determines its own INSET needs, within the broad framework provided by the Government's specific grant provisions (see 2 above). This may range from support for individual members of staff arising from appraisal interviews, through training for groups of staff to deal with curricular or management changes, to whole-school development.

INSET may refer to a teachers' working group within a particular school or a series of meetings or conferences which bring together teachers from a number of schools. It can include activities such as team teaching or industrial placement or work shadowing. Individual teachers may undertake professional development in the form of a study for a higher qualification, such as an advanced diploma or a higher degree (such as a Master's degree or a doctorate). In the past, teachers have been released for periods of up to a year to attend a course of study at a higher education institution, but this is now rarer.

### Content

The Government outlines its priorities for training annually, for England and for Wales respectively. The priorities for England for 1994/95 are outlined in 2 above. Similar priorities apply in Wales, but particular support has also been provided there for the implementation of the National Curriculum requirements with respect to the teaching of the Welsh language.

## 7. In-service training and teacher mobility

Some INSET courses, traditionally those for teachers of foreign languages, may take place wholly or partly in another country. Some senior staff undertake study visits to other countries, whereby the examination of another education system provides alternative models of tackling issues of common concern. Such visits may be arranged bilaterally, through the Central Bureau for Educational Visits and Exchanges, or as part of EC programmes such as ARION and LINGUA.

## 8. Statistics

The Government supports INSET mainly through the Grants for Education Support and Training (GEST) programme, see 2 above.

In 1993/94 the DFE allowed GEST funding of £170 m for England and the Welsh Office allowed £25.3 m for Wales.

In 1994/95, GEST will support LEA expenditure in England of about £130 m depending on schools' own spending decisions.

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# UNITED KINGDOM

# NORTHERN IRELAND

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Primary and Secondary education | | | | |
| Concurrent model | Same entrance requirements as in England and Wales. | Colleges of Education | Concurrent course of 4 years combining academic studies with educational and professional studies as well as school experience throughout (about 25 weeks).<br>Within the professional studies component there are courses provided for those who intend to teach in primary schools and for those intending to teach children in secondary schools. | BEd degree qualification to teach.<br>There is no phase (i.e. level) recognition in Northern Ireland. |
| | | Universities | 4 year course i.e. 2 years of academic study and 2 years of professional studies with school experience. | BA (Education) qualified to teach. |
| Consecutive model | University Degree in approved subjects. individual interview to assess personal qualities and interests. | Universities (for Secondary teachers) or Colleges of Education (Primary teachers). | A one year postgraduate course lasting 36 weeks combining theoretical curricular and practical elements; total school experience of about 18 weeks. | PGCE qualification to teach. |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The Education Reform (Northern Ireland) Order 1989 places statutory responsibility on the five Education and Library Boards to secure the provision of training for all teachers in grant-aided schools in their area to ensure that they are equipped with the necessary skills to implement education reform and the Northern Ireland Curriculum.

### 2. Authorities involved in provision

Each Board must submit an annual programme on INSET for approval by the Department of Education Northern Ireland. In drawing up its programme, a Board is required to consult with school Boards of Governors and other appropriate bodies including the Council for Catholic Maintained Schools.

Boards' INSET programmes have their origins in the identified needs of individual schools. The requirements of the curriculum and other aspects of education reform have been the overriding priorities for the Boards' programmes since 1989/90. It is anticipated that Boards will continue to give priority to training linked to such needs and other activities outside the statutory curriculum.

Apart from setting priorities and approving the Boards' programmes, the Department of Education Northern Ireland has responsibility for supporting award-bearing courses which are eligible for state financial support and short courses outside Northern Ireland. The majority of this provision also focuses on education reform and the Northern Ireland Curriculum.

### 3. Reforms / Current debates and trends

The Department of Education is currently considering responses received during a consultation period on a Report on the Review of Initial Teacher Training in Northern Ireland. One of the main recommendations emanating from the review is that teacher training in Northern Ireland should take place in three co-ordinated phases, i.e. initial teacher training, induction, and early stages of the professional development of teachers. An announcement about the way forward on certain aspects of the review is expected to be made shortly.

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# UNITED KINGDOM

# SCOTLAND

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (2 to 5 years of age) and Primary education (5 to 12 years of age) | | | | |
| Concurrent model | Specified secondary school examination passes, including passes in English and Maths; individual interview to assess personal qualities and interests | University Faculty, Institute or College of Education | 4 years concurrent training combining academic studies with theoretical, curricular and practical elements; school experience throughout, in total amounting to 30 weeks | Bachelor of Education (BEd) degree; provisional registration with the General Teaching Council for Scotland |
| Consecutive model | University degree in approved subjects, individual interview to assess personal qualities and interests | as above | A one-year postgraduate course, lasting 36 weeks, combining theoretical, curricular and practical elements; total school experience of 18 weeks with emphasis on school-based training/experience | Postgraduate Certificate of Education (Primary); provisional registration with the General Teaching Council for Scotland |
| Secondary education (12 to 18 years of age) | | | | |
| Consecutive model | University degree in one or more teaching subjects; individual interview to assess personal qualities and interests | as above | A one-year postgraduate course lasting 36 weeks, combining theoretical, curricular and practical elements, school experience relating to one or more teaching subjects, in total amounting to 22 weeks with emphasis on school-based training/experience | Postgraduate Certificate of Education (Secondary); provisional registration with the General Teaching Council for Scotland |

## 2. IN-SERVICE TRAINING OF TEACHERS

### 1. Legislation and aims

The current teachers' contract, the Scottish Joint Negotiating Committee's Circular SE/40 of 1987, stipulates that regional education authorities must offer five full days of in-service training per year to all their teachers. In addition up to 50 hours of Planned Activity Time (PAT) are set aside within the working year for each teacher's further self-development.

Other relevant texts are:

- Guidelines on Staff Development and Appraisal in Schools (SOED 1990);

- Scheme of Conditions of Service of Teachers in Scotland (SOED ongoing).

The aims of in-service training are:

- to maintain and develop knowledge and skills which teachers in service require to carry out their duties and responsibilities effectively and efficiently;

- to enable teachers at all levels to cope with educational change and innovation;

- to provide them with opportunities to develop their own potential by pursuing personal professional development of their choice both on a compulsory and a voluntary basis.

### 2. Authorities involved in provision

The Scottish Office Education Department influences the content and direction of in-service training through the specific grant scheme for the in-service training of teachers and community education workers.

Under the scheme, funding is made available by the Secretary of State for Scotland to education authorities to support up to 75% of the cost of in-service training in priority subject areas approved by him. The priority subject areas are considered each year and they, and the amount of grant available, are notified to education authorities by SOED Circular (e.g. Circular No 4/1993).

The identification of in-service training needs is the responsibility of teachers themselves, of institutions and of regional and national authorities. Increasingly, the starting point in the process is staff development and appraisal by which teachers and school managers jointly explore issues that impinge on the work of the individual teacher and of the school as a whole and arrive at conclusions about training needs. Education authorities, drawing upon the views of head teachers and their own advisers and taking account of national trends and developments, draw up their own list of perceived in-service training needs, which may or may not fully match those of an individual school. At national level, the identification of training needs derives in the first instance from the major changes and programmes of educational development introduced by the Government through the Scottish Office Education Department.

### 3. Right to in-service training

Head teachers and senior management in schools are expected to initiate the identification of teachers' general staff development needs and to identify national or regional priorities to be considered in the staff development or in-service training programme, and to plan a programme of training which meets these needs and priorities.

Education authorities take account of national developments and trends and views of head teachers and their own advisers in drawing up their list of in-service training needs.

At this level, the identification of training needs derives in the first instance from the major policy changes and programmes of educational development introduced by Government through the SOED.

There are no regulations on the relationship between in-service training and age or length of service. Clearly, some teaching experience may help the teacher to derive the fullest benefit from a wide range of courses, but probationer teachers are not debarred from in-service training.

All teachers have to be offered five full days of in-service training per year by their education authority. The training offered usually relates to innovations, or to some topic or policy of importance at the time. In addition, the contract of all teachers includes a clause committing them to up to 50 hours of PAT per year in schools as part of their in-service training. This is therefore a duty placed on the school and the individual. The regulations for PAT are set out in Circular SE/40 of the Scottish Joint Negotiating Committee.

Since this applies to all teachers, there are no selection or access criteria. Nor need teachers have spent a required number of years in the job (or in any one institution) before being required to observe these regulations.

Other in-service training may be at the behest of the head teacher in the case of primary school teachers or principal (subject) teacher in the case of secondary teachers. Through them, and usually following discussion, teachers may apply to the education authority for permission to attend courses of various kinds.

In-service training is part of the service offered by the education authority and is free of charge to teachers. National training programmes may require expenditure by the education authority on behalf of the individual teacher and thus need agreement by the authority. In the case of personal self-development (e.g. taking a degree level course) it is likely that students will meet their own costs, which can be considerable, although they may be able to apply to their education authorities for assistance.

Teachers following in-service training courses **can** be replaced. Regional education authorities, which have to find 25% of the cost from their own resources, may engage a teacher to replace an absent teacher; otherwise, cover may be provided by, for instance, the Head Teacher or an Assistant Head Teacher, or under informal arrangements.

## 4. Qualifying training and evaluation

### Qualifying training

Certain in-service courses, known as "qualifying courses" may lead to certificates additional to the teachers' academic qualifications and basic teacher training.

Award bearing courses require certain amounts of time depending on the nature of the course. For instance, those leading to the award of a certificate or a diploma may require the equivalent of one academic year's study and those leading to a degree an appropriately longer period.

It is also open to teachers to follow courses for additional teaching qualifications in Nursery Teaching, Guidance, and Special Educational Needs. Many teachers use their own time to pursue studies with the Open University.

Taking up these opportunities is not, however, required of teachers, and there is no imposed system of training credits which all teachers must follow. In general, modular courses are as much intended to help practitioners keep track of their self-development as to maintain a check on their achievements. This is typified by the modular training in management for Head Teachers and other senior staff, issued in sets of materials by SOED as a basis for education authorities' provision.

### Evaluation

Evaluation of courses is generally instituted in the first instance by the providers, who will distribute evaluation forms, etc., to those who have undertaken the training. This will be used as evidence of effectiveness and providing a basis for the improvement of courses. HM Inspectorate will examine the in-service provision at school level as part of their overall responsibilities.

Those teachers whose training involves the acquisition of formal qualifications, such as a post-graduate certificate, diploma or Master's degree will have their work evaluated and examined by the certificating institutions. Teachers should notify their employers about any additional qualifications they obtain or any appropriate in-service training course which they attend.

There is no necessary link between in-service training and salaries or careers. The undertaking of training may well influence an applicant's chances of interview and/or selection, but this is not necessarily or always the case. Those who take "qualifying courses" may enhance their chances of promotion, but this is not automatic.

## 5. In-service training establishments and trainers

Individual institutions (schools, teacher training institutions, further education colleges), regional authorities and national authorities are all involved in provision, as are individual experts and national agencies such as the Scottish Council for Educational Technology (SCET) and the Scottish Consultative Council on the Curriculum.

The Scottish Office Education Department and the National Agencies including the Scottish Council for Research in Education (SCRE), the Scottish Vocational Education Council (SCOTVEC) and the Scottish Community Education Council (SCEC) arrange for the provision of most of the in-service training at national level.

Education authorities use their advisory services and directorate personnel for the provision of in-service training.

Schools and colleges themselves provide in-service training from head teacher or director level downward through the levels of senior management (Depute, Assistant Head Teachers) to middle management (Principal Teachers of subjects, Assistant Principal Teachers) and thence to individual class teachers.

Training is provided by teacher training institutions (now all part of the university sector) and other higher education institutions where appropriate; advisory services at regional level; schools themselves; and national agencies such as SCET, SCRE, Scottish Further Education Unit (SFEU); and finally, the SOED itself. In the latter case, it is primarily the Inspectorate which is involved in in-service training.

There is no specific link between pre-service and in-service training activities, but there is increasing awareness of the continuity of training required to maintain and improve the professional skills of teachers. This should range from the pre-service or pre-qualifying teacher training period through the probationary phase (two-year induction) and into the in-service context for experienced teachers.

## 6. Form and content

### Form

There are no set rules applying to the duration of courses, nor the frequency with which they are undertaken, other than those required by regulation, i.e. five days of in-service training organised by education authorities and 50 hours of planned activity time planned by the individual institutions.

Clearly, teaching duties make it difficult for teachers to spend much time away from their classrooms and in general in-service courses will not last longer than one week per period. More frequently, they are for one or two days.

Training activities can take the form of: conferences, seminars, workshops, practical study of curricular guidelines, discussions and experimentation on evaluation procedures. Sabbaticals are less common at school than at university level, but teacher exchanges and industrial work-experience placements are becoming more common and should be regarded as forms of professional development.

In the case of PAT, up to 20 hours are at the disposal of the individual teacher, but activities chosen must be approved by the head teacher; the remaining time is subject to a school-devised programme which can cover a wide range of topics - administrative, curricular or otherwise. The arrangements governing PAT are set out in Circular SE/40 of the Scottish Joint Negotiating Committee.

### Content

The content of in-service training can vary enormously, depending on the stage of career, the current developments, and the motivation of the individual.

Government initiatives in the curriculum, staff development and appraisal account for much of the training currently being provided. In primary schools and for those teaching the early years of the secondary curriculum, the many aspects of both curriculum and assessment in the 5 - 14 Development Programme are taking up most of the available in-service time. The Standard grade examinations, introduced over the last decade, still cause teachers to feel the need for support through in-service training. Government policy requires School Development Plans of all teaching institutions and this has given rise to a need for training in school evaluation techniques. Staff appraisal, recently introduced as a policy by SOED, has occasioned sponsored in-service courses for about 3 000 teachers, with further development of materials for use in school-based training. Head teacher management training continues to be important.

## 7. In-service training and teacher mobility

Teacher exchanges between Scotland and mainland Europe are organised by the Central Bureau for Educational Visits and Exchanges on behalf of the Scottish Office Education Department. These exchanges are mainly post-to-post with Scottish teachers being seconded on full salary by their employing authorities but also receiving from central government funds a grant to offset the additional cost of living abroad. The scheme is intended mainly for those regularly engaged in the teaching of languages, or studies including those languages, in secondary schools, further education establishments and teacher training institutions. A limited number of exchanges for teachers of other subjects and for primary teachers are available for 1993/94 in Denmark, France and Germany. The length of these exchanges depends upon the requirements of the individual countries. Some exchanges are for a term, others are for the full school year, while some shorter 3 to 4 week exchanges with EC countries may also be available.

Short courses of in-service training for teachers of modern languages are available in 1993/94 in France, Germany, Italy and Spain. In addition, a course for teachers of classical subjects may be held in Athens. These courses may be directed by HM Inspectors of Schools. Funding may be available from the EU-funded LINGUA programme.

The Foreign Language Assistants Scheme involves their employment in schools and colleges in Scotland and the placements of students and young teachers from Scotland to serve abroad. Students who have completed two sessions of a degree or diploma course in the language of the country for which they are applying and young serving modern language teachers with not more than two years' experience at the time of taking up employment may apply for such posts. In 1993/94 posts were available in Argentina, Austria, Belgium, Canada (Quebec), Chile, CIS, Columbia, Costa Rica, the former Czechoslovakia, Denmark, Ecuador, France, Germany, Hungary, Italy, Liechtenstein, Mexico, the Netherlands, Paraguay, Peru, Senegal, Spain, Sweden, Switzerland, Uruguay and Venezuela.

Education authorities regard all such exchanges as an in-service training experience for those who participate. Especially in the areas of modern language teaching where a knowledge of the culture of the country is an important element for the teaching of the language, such exchanges are invaluable learning opportunities.

## 8. Statistics

In the financial year 1993/94, the amount of grant available was £8,955 million.

## 9. Reforms / Current debates and trends

Recent reforms or developments include:

5 - 14 Development Programme;
Standard grade (completion);
School Development Plans;
Staff Development and Appraisal;
Management Training for Head Teachers;
Self-Governing Status for Further Education Colleges.

All have taken place gradually over the last five years. Their evolution is ongoing. The reasons for them stem from Government policy and/or awareness of the need for them, usually as a result of the Inspection process.

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# ICELAND

## 1. INITIAL TRAINING OF TEACHERS

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (age up to 6 years) | At least 18 years of age with upper secondary school leaving certificate or equivalent university entrance qualification. | College | 3 years.<br>The main emphasis is placed on the study of education and general child development at the pre-school level. The course is divided into academic subjects (2/3) and practical training (1/3) in a pre-school centre under the direction of a qualified pre-school teacher. | Pre-School Teacher's Certificate |
| Primary and Lower Secondary education (6 to 16 years of age) | Upper secondary school leaving certificate or equivalent university entrance qualification. | University or university college | 3 years.<br>90 credit units, divided into studies in education, subject specialization and teaching practice. Strong emphasis is put on teaching as a profession; teachers must be able to work individually or with fellow teachers, on curriculum development, teaching in the classroom, and the evaluation of school practice. The course follows the concurrent model where professional studies, subject studies and teaching practice (14 weeks) are integrated throughout. | BEd degree<br>Teacher's Certificate.<br>Classroom Teachers with Additional Subject Specialization. |
| | Upper secondary school leaving certificate qualifying for university entrance. | University or university college | 4-5 years.<br>At least 3-4 full years of university education leading to a BA or BSc degree or a Diploma in Fine Art is a pre-requisite for entry to the training course which takes one year (30 credit units). The course follows the consecutive model, where subject study, teaching training and teaching practice are not integrated. 30 teaching hours under the supervision of a qualified teacher. | Diploma in Education.<br>Teacher's Certificate.<br>Subject Teachers<br>Art and Handicraft Teachers. |
| | Upper secondary school leaving certificate qualifying for university entrance. | University | 5 years.<br>Legal certification as a teacher and 2 years of teaching experience with full professional status are required for entry to post-graduate study, which takes 2 years or 60 credit units. This training takes a total of 5 years of study plus 2 years' professional experience. | Post-Graduate Diploma in Special Education<br>Additional Teacher's Certificate for Educating Children with Special Needs. |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Primary and Lower Secondary education (6 to 16 years of age) | Upper secondary school leaving certificate or equivalent university entrance qualification. | College | 3 years.<br>90 credit units. The course is organized on the concurrent model. | Diploma in Music Education. Teacher's Certificate (Music teachers) |
| | Upper secondary school leaving certificate or equivalent university entrance qualification. Grade 7-8 in instrumental proficiency required. | College | 3 years.<br>90 credit units. The course has a similar structure in the various departments. | Teacher's Certificate (Instrumental and singing teachers) |
| | Upper secondary school leaving certificate or equivalent university entrance qualification. | College | 2 years.<br>60 credit units. The course follows the concurrent model. | Diploma in Physical Education. Teacher's Certificate |
| Upper Secondary education (16 to 20 years of age) | Upper secondary school leaving certificate qualifying for university entrance. | University or university college | 4-5 years.<br>At least 3-4 full years of university education leading to a BA or BSc degree or Diploma in Fine Art is a pre-requisite for entering the training course which takes one year, or 30 credit units. The course follows the consecutive model, where subject study, teacher training and teaching practice are not integrated. 30 teaching hours under the supervision of a qualified teacher. | Diploma in Education. Teacher's Certificate<br>Subject Teachers (Arts and Handicraft Teachers) |
| | Compulsory education | Technical school and university | 4-6 years.<br>Diploma in technical or vocational subjects or qualification as master craftsman is a pre-requisite for entering the training course at university, which takes 1 year, or 30 credit units. The course follows the consecutive model where subject study, teacher training and teaching practice are not integrated. 30 teaching hours under the supervision of a qualified teacher. | Vocational Technical Teachers |
| | Upper secondary school leaving certificate qualifying for university entrance. | University | 5 years.<br>Legal certification as a teacher, and 2 years of teaching experience with full professional status is required for entry to post-graduate study, which takes 2 years or 60 credit units. This training takes a total of 5 years of study plus 2 years' professional experience. | Post-Graduate Diploma in Special Education. Additional Teacher's Certificate for Educating pupils with Special Needs. |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Upper Secondary education<br>(16 to 20 years of age) | Upper secondary school leaving certficate or equivalent university entrance qualification and entrance examination. | College | 3 years.<br>90 credit units. The course is organized on the concurrent teacher education model. | Diploma in Music Education.<br>Teacher's Certificate (Music teachers). |
| | Upper secondary school leaving certficate qualifying for university entrance. Grade 7-8 in instrumental proficiency is required. | College | 3 years.<br>90 credit units. The course has a similar structure in the various departments. | Teacher's Certificate (Instrumental and singing teachers). |
| | Upper secondary school leaving certficate or equivalent university entrance qualification. | College | 2 years.<br>60 credit units. The course follows the concurrent model. | Diploma in Physical Education.<br>Teacher's Certificate. |

## 2. IN-SERVICE TRAINING OF TEACHERS

### Introduction

The Icelandic education system is divided into four levels: pre-school; primary and lower secondary school; upper secondary school; and university. The following information describes the arrangements for the in-service training of teachers in the first three levels. Universities provide their own in-service training opportunities for their staff. It is also common for university teachers to seek their in-service training abroad.

Each of the three levels will be dealt with separately, as they involve separate institutions providing in-service training for teachers, although these cooperate to a certain extent. It should be pointed out that teachers may also attend courses other than those described, which may supplement their knowledge or prove useful to them professionally.

Further education for teachers is available in only a few places in Iceland. At the Icelandic College for pre-school teachers there is a further education department, offering pre-school teachers one year of study in different subjects. The University College of Education offers post-graduate programmes in the theory of education, curriculum studies, education administration and special education. The University of Iceland provides various opportunities for further training. It is quite common for secondary school teachers to attend courses in the subjects they teach. There is a one-year library and information sciences programme for teachers who are preparing for work in school libraries. The University offers a Master's level programme in educational guidance and recently courses leading to an M.A. degree in education were introduced. Finally, courses leading to an M. Paed. degree in Icelandic are available.

Teachers in Iceland can follow further education courses abroad and many do so.

The legislation on primary and secondary education makes specific provision for teachers to take paid leave of absence of between two months and a year for the purpose of in-service training (Law on Primary and Lower Secondary Schools No 49/1991, article 42). An official application must be made for such leave.

### 1. Legislation and aims

**Pre-school Teachers** - The Icelandic College for Pre-school Teachers (*Fósturskólinn*) is responsible, under Law No 10/1973, for the in-service training of staff employed at the pre-school level through occasional courses, short courses and seminars to introduce significant innovations in the field of pre-school education.

**Primary and Lower Secondary School Teachers** - According to the fourth paragraph of article 1 of Law No 29/1988 concerning the University College of Education (*Kennaraháskóli Islands*), the College is "to provide in-service training by holding occasional courses, introducing teachers to significant innovations in the fields of education and teaching, and support for innovative and developmental projects". The same legislation also states, in article

17, "The institution shall make every effort to build up and organize a wide variety of educational activities and introduce teachers to innovations in education and teaching. The University College of Education, in cooperation with the education authorities, shall also support the ongoing development of educational activities by providing teaching and advice based on scientific knowledge and research on educational activities, having regard to the needs and wishes of schools and local circumstances in each case".

In the first article of Law No 65/1972 on the Icelandic Training College of Physical Education, it is stated that the college is responsible for "providing yearly if possible, in-service courses for physical education teachers in collaboration with the Icelandic Association of physical education teachers."

**Secondary School Teachers** - Article 42 of Regulation No 23/1991 concerning upper secondary schools, states that: "Persons employed in teaching in secondary schools shall be provided with opportunities for regular training courses or other education to maintain and extend their knowledge and abilities in their subject and to increase their professional competence in the field of education and teaching. They shall, furthermore, have access to educational advisory services while schools are in session".

## 2. Authorities involved in provision

**Pre-school Teachers** - According to Law No 10/1973, it is the responsibility of the Icelandic College for Pre-school Teachers to train staff for all types of educational institutions for children from birth to the age of 6 years.

Decisions on the courses are taken in consultation with representatives of the Education and Teaching Council of the Icelandic Pre-school Teachers' Union and the school council of the Icelandic College for Pre-school Teachers. A designated individual within the College is responsible for the in-service training courses.

**Primary and Lower Secondary School Teachers** - The University College of Education is the centre for teacher education in Iceland at primary and lower secondary level and carries out research in the areas of education and training. The College includes a Department of In-service Training, which organizes the in-service training of primary and lower secondary teachers throughout the country.

All in-service programmes are discussed by the In-service Training Committee, which includes representatives from the Ministry of Culture and Education, the local education authorities, the teachers unions and the University College of Education. The Icelandic Training College of physical education in collaboration with the Icelandic Association of physical education teachers plan in-service training for physical education teachers.

**Secondary School Teachers** - The Committee for In-service Training of Secondary School Teachers was set up in 1987. This Committee is responsible for in-service training courses and the allocation of the funds provided for the in-service training of secondary school teachers.

The Icelandic Teachers' Union (*Hid Íslenska Kennarafélag*), the union of teachers in secondary schools, is a member of the Institute of Continuing Education of the University of Iceland (*Endurmenntunarstofnun Háskóla Íslands*). The cooperative agreement concerning the in-service training of university-educated professionals states that the objective of this cooperation is, in particular "To provide continuing education for university-educated professionals in the form of courses, seminars and publications. Such efforts shall be conducted in close cooperation with all departments of the University and other parties to the agreement".

A representative of the Icelandic Teachers Union sits on the Board of Directors of the Institute of Continuing Education. For the past two years this representative has also been in charge of providing in-service training for secondary school teachers.

## 3. Right to in-service training

**Pre-school Teachers** - Attendance at in-service training courses is not compulsory for pre-school teachers.

In-service training courses are open to qualified pre-school teachers, and the length of time they have been employed as pre-school teachers before they attend in-service courses varies. Participation is generally limited to a maximum of 30 individuals in each course. If there are more than thirty applicants for a certain course, it is repeated.

**Primary and Lower Secondary School Teachers** - Provisions in teachers' contracts state that they may be required to attend in-service training courses every other year. There is no obligation for teachers to attend courses, other than their own sense of professional responsibility.

Teachers may attend in-service training courses from the first year of their employment until retirement.

The total number of participants is limited by the availability of finances, and in general more applicants have applied than could be accepted.

**Secondary School Teachers** - Secondary school teachers' contracts of service state that teachers should, as a rule, devote two weeks of the time when schools are not in session to attending in-service training every other year. There has been widespread attendance at courses for secondary school teachers and in recent years the number of teachers attending courses annually represents approximately one half of the members of the Icelandic Teachers' Union.

The length of service of teachers attending in-service training courses varies.

The admission of participants depends upon the type of course. Teachers' associations for individual subjects are generally involved in setting up courses in these areas. If demand exceeds supply, selection is often made on the basis of previous attendance at in-service training courses over a specific period. In this way, an attempt is made to ensure as fair a distribution as possible. Efforts are generally made to meet the demand as far as possible.

As far as the replacement of teachers is concerned, in most cases the courses are held outside school time, so there is no need for replacement. If the courses are in school time, each case is dealt with individually in each school, sometimes by providing a replacement teacher for a short time.

## 4. Qualifying training and evaluation

### Qualifying training

**Pre-school Teachers** - Pre-school teachers are entitled to salary increases after attending courses or completing a degree course. These increases are calculated in accordance with their type of employment contract.

**Primary and Lower Secondary School Teachers** - Course attendance affects a teacher's salary, by building up credits for course attendance, but has no effect on promotion.

**Secondary School Teachers** - Teachers are entitled to credits for attendance at courses and this may result in a salary increase. Course attendance affects a teacher's salary, but not promotion.

Teachers continue to receive their salaries when attending courses and they often obtain a refund of expenses incurred during training.

### Evaluation

**Pre-school Teachers** - The in-service training system of the Icelandic College for Pre-school Teachers is assessed and further developed by the participants and by the College itself.

There is no specific assessment of participants after attending courses at the College.

**Primary and Lower Secondary School Teachers** - The In-service Training Committee advises the University College of Education on questions of in-service policy and its implementation. The departmental council of the In-service Education Department is formally responsible for assessing the programme and making improvements based on this assessment. Courses held by the department do not involve formal assessment of participants.

**Secondary School Teachers** - At the conclusion of each course, participants are asked to complete a report, with their views on the usefulness and quality of the course. Suggestions for possible courses are sought from the teachers' associations. As a result, the associations can influence the courses offered and generally make sure that those which they consider most important at any one time will, in fact, be offered. The Committee for In-service Training of Secondary School Teachers, the programme director and staff of the Institute of Continuing Education together plan the courses to be offered.

Courses held by the Institute do not involve formal assessment of participants. Attendance is monitored and the Institute issues participants who complete longer courses with certificates testifying to their participation and describing the course and its length.

## 5. In-service training establishments and trainers

**Pre-school Teachers** - As a rule the courses are held in the Icelandic College for Pre-school Teachers in Reykjavik, but courses are also offered in various regions of the country. Teaching in the in-service courses is carried out by specialists in the fields concerned. In some cases these may be college staff and in other cases external specialists.

**Primary and Lower Secondary School Teachers** - The in-service training organized by the University College of Education is held as a rule in the College in Reykjavik, but each year certain courses are also offered at various other locations in the country. Recently, distance education courses have also been offered. The in-service training department is entitled to make use of the services of the teachers at the University College of Education. The final choice of those in charge of in-service training courses is in the hands of the council of the Department of In-service Education which as a rule seeks out the most capable individuals in the field concerned. Trainers are sometimes invited from abroad. Those in charge of courses may recruit other teachers to assist them and have considerable latitude in choosing those they feel most able to carry out the task on hand.

**Secondary School Teachers** - The trainers in in-service training courses at the Institute of Continuing Education vary according to the nature of the course. For courses involving a specific subject, a specialist in this area is usually recruited, either in Iceland or from abroad. The services are often sought of Icelandic or foreign trainers with specialized knowledge in methodology or the technical aspects of teaching in the field concerned.

## 6. Form and content

### Form

**Pre-school Teachers** - In-service training courses held by the Icelandic College for Pre-school teachers may include from 12 to 30 hours of teaching and are generally held during the time the school is in session, i.e. the period from September to May. Other courses are held during the month of August.

The courses as a rule take the form of lectures, although some courses may involve practical work or school-based study.

**Primary and Lower Secondary School Teachers** - In-service training organized by the University College of Education takes the form of seminars during the school year, guided independent study, support for developmental initiatives, teaching in professional skills offered during the school year, and courses both in the summer months and during the school year. The courses vary in length from two or three days to up to three weeks, the latter generally being a combination of distance teaching and teaching in the institution.

**Secondary School Teachers** - In-service training courses organized by the Institute of

Continuing Education may take the form of lectures, conferences and courses, and special school-based projects, which are a combination of traditional courses and developmental work.

## Content

**Pre-school Teachers** - The Icelandic College for Pre-school Teachers offers a variety of in-service training courses to provide teaching and information on important innovations in various educational fields. In 1992, for instance, courses were offered on music in pre-school education, constructive games for children, and ecology. In 1993, courses offered included education and ethics, the development of teachers' work within their own schools, and a course on methods of teaching mixed groups of pre-school children and groups consisting of only boys or only girls.

The Icelandic College for Pre-school Teachers does not offer in-service training courses in special education, but the school offered a one-year post-graduate programme in special education for pre-school children during the school year 1990/91 which will be repeated in 1994/95.

Courses generally deal with special areas concerning the age group with which pre-school teachers are dealing. As previously indicated, this includes constructive play, music for pre-school children, ecology and development of teachers' work within their own schools. Other courses offered are concerned with parental contact and personnel administration.

**Primary and Lower Secondary School Teachers** - The In-service Education Department of the University College of Education offers a varied programme to inform teachers of innovations in educational and teaching matters. Vocational teachers in primary and lower secondary schools can attend courses on general subjects and/or courses specially arranged for them at the In-service Department of the University College of Education.

The courses offered include:

- courses on general subjects (for instance child welfare in primary schools);
- courses in individual subjects (for instance Danish in elementary schools; linguistics and language arts);
- courses held by teachers' associations for individual subjects;
- courses held by other parties (for instance courses held by the Icelandic Red Cross and courses held in Iceland by the Royal Danish Institute of Education);
- courses for teachers in special education;
- special courses (such as pictorial material and computer programmes in teaching mathematics, 1993); electronic communication in schools (taught exclusively by distance learning).

**Secondary School Teachers** - In-service training is intended to maintain and increase teachers' professional proficiency. In-service training can aim to increase a teacher's knowledge of his or her subject or the teaching method for the subject concerned. In addition, it can increase motivation and work satisfaction and maintain the teachers' professional interest. Regular in-service training programmes also encourage innovation and development in schools, as they enable staff to acquaint themselves with current initiatives as they arise.

Special courses have been offered on, for example, the use of computers and video tapes in various curriculum subjects, the role of the school library, etc. The Institute of Continuing Education has offered courses on European cooperation which, although not specially intended for teachers, were open to them if they asked to attend.

Vocational teachers at secondary school level can acquire in-service training relating to their subject through professional organizations. But they may, like other teachers, attend courses at the Institute of Continuing Education which they consider will help them in their work.

In recent years, the programme of the Institute of Continuing Education has included the following types of courses:

- subject-oriented courses (for teachers of a certain subject);

- peripatetic courses (of a general nature and dealing with aspects of school management);

- cooperative projects carried out by the Institute for Continuing Education and the In-service Education Department of the University College of Education (courses which cross the divisions between different educational levels);

- school-based study (organized in the schools themselves and intended for teachers who teach the same or related subjects, such as languages).

## 7. In-service training and teacher mobility

**Pre-school Teachers** - In-service training courses held by the Icelandic College for Pre-school Teachers may be, and have been, held in conjunction with international courses.

**Primary and Lower Secondary School Teachers** - The Director of In-service training of the University College of Education serves as representative for and distributes information regarding courses, held by the Council of Europe (CDCC Teacher Bursaries Schemes). Through this programme, Icelandic teachers can attend courses held in other member countries and invite foreign teachers to attend courses in Iceland, as far as circumstances permit. This is usually only the case when there are foreign trainers.

**Secondary School Teachers** - Other international projects include, for instance, the exchange of teachers between the Nordic countries. Usually these involve teachers of Danish, Swedish or Norwegian who exchange posts with language teachers in the country involved. This is naturally not traditional in-service training and is not organized by the Institute of Continuing Education. It is nevertheless a form of professional renewal which may be regarded as the equivalent of formal in-service training. In several instances teachers have also attended courses and information seminars run by European organizations. The Fulbright institution organizes and partly finances exchanges of teachers between the USA and Iceland.

## 8. Statistics

The budget for education for the year 1992 amounted to ISK 20,651 billion[1]. The total contribution to the in-service training of teachers in 1992 was approximately ISK 177 million, or 0.85% of the total budget.

**Pre-school Teachers** - Approximately 37.5% of pre-school teachers attend in-service training courses at the Icelandic College for Pre-School Teachers each year.

Those attending in-service training courses pay fees of ISK 2,500 to 4,500, depending upon the length of the course. Fees are intended to cover the cost of the course without any profit accruing. In the year 1992, the cost of in-service training was approximately ISK 700 000[2].

**Primary and Lower Secondary School Teachers** - Approximately 23% of active primary and lower secondary teachers attend in-service training courses each year.

The allocation for in-service training of primary and lower secondary teachers in 1992 was ISK 117 million[3], or 0.56% of the education budget.

**Secondary School Teachers** - In 1992, 32% of active secondary school teachers attended courses organized by the Institute for Continuing Education of the University of Iceland. During the first ten months of 1993, nearly 39% of the total number of active teachers attended courses.

The allocation for the in-service training of secondary school teachers in 1992 was ISK 59.6 million[4], or 0.28% of the education budget as defined above.

## 9. Reforms / Current debates and trends .

**Pre-school Teachers** - In-service training courses offered by the Icelandic College of Pre-school Teachers are under continuous review and assessment.

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[1] Payments from both the state (about 75%) and the local authorities (about 25%) are included. The Icelandic Student Loan Fund is also included.

[2] The cost to the state for the in-service training courses, and the salary of an organizer at 25% of a full-time position, are included.

[3] In-service training organized by the University College of Education, paid leave of absence for educational purposes, and the funding of the Educational and Project Support Fund are included.

[4] In-service training organized by the Institute for Continuing Education and teachers' professional organizations, paid leave of absence for educational purposes, and the funding of a Research Fund administered by the Teachers' Union are included.

**Primary and Lower Secondary School Teachers** - Increased support is planned to assist teachers involved in developmental work and research and increase teaching in professional skills. Commencing with the school year 1993/94 a special project supervisor at the University College of Education will be in charge of these initiatives.

**Secondary School Teachers** - The setting up of the Committee for In-service Training of Secondary School Teachers, described above, is an attempt to improve the in-service training offered to schools and to increase the number and variety of courses. Until recently, the programme has been limited primarily to courses within a specific subject area, while at present and in the future emphasis will be placed on providing courses which appeal to broader groups of teachers. Peripatetic courses have been introduced in an attempt to increase the possibilities for teachers in non-urban areas. It can be very costly for teachers in rural areas to travel to and stay in Reykjavik for in-service training. Taking the courses to the teachers instead can contribute to solving this problem.

School-based and peripatetic courses are also intended as a means of reaching more teachers. It often happens that the same teachers attend courses year after year, while others seldom, if ever, appear. There is a danger that if only one or very few teachers from a certain school attend an in-service training course, what they learn will fail to spread to others or will even be forgotten, resulting in little improvement to teaching in the school. Ways should be sought to improve or ensure the application of the knowledge acquired by teachers through in-service training courses. By ensuring the simultaneous participation and professional renewal of many teachers from the same school, the changes should be more effective.

The programme for the coming years is aimed at continuing in the general direction decided upon in recent years. This means increasing still more the choice of courses offered, both within individual subject areas and in cross-disciplinary courses. At the same time more effort will be made to transfer in-service training to the individual schools, thereby ensuring the participation of as many individuals as possible.

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# NORWAY

## 1. INITIAL TEACHER TRAINING

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Pre-school education (child care centre) (0 to 6 years of age) | Upper secondary school certificate or good vocational background | Regional college of education or university | The main route to becoming a pre-school teacher is training in a college of education. The education lasts 3 years and comprises:<br>- practical and theoretical training (1 ¼ years)<br>- study of subjects (1 ¼ years) drama, arts and crafts, music, natural sciences, Norwegian or Lappish language, religion and ethics, and social studies.<br>- In-depth study of at least one subject or area of work chosen among those mentioned above (½ year, normally in the third year).<br>20 weeks are devoted to supervised practice in a child care centre | Pre-school teacher's certificate / Pre-school teacher. |
| Primary education (6/7 to 12/13 years of age)<br><br>Lower secondary education (12/13 to 15/16 years of age) | as above | as above | The main route to becoming a general subjects teacher is training in a college of education. The general teacher education lasts 4 years, which includes 2 years of compulsory basic training in the Norwegian language, mathematics, religion and ethics, natural sciences, environmental and social studies and one or two practical and aesthetic subjects. The training includes 1 year of educational theory and practice and 16-18 weeks practice over the three-year period. Optional subjects and areas of in-depth study comprise 1 ½ years. The subjects may be chosen among the compulsory subjects in primary or lower secondary school or subjects relevant to teaching in primary or lower secondary school. Subject teachers are mainly educated in a college of education, at one of the universities, the scientific colleges or conservatories.<br><br>The training at the colleges of education normally lasts 3 years. Practical and didactic training, which amounts to 1 year, is included. Colleges of education offer courses in arts and crafts, nutrition, health and environment, commercial subjects, physical education, natural science and IT or maths. At the universities the education normally lasts 4 years (lower degree), or 6 years (advanced degree). The course in practical and didactic training lasts 1 year. | General subjects teaching certificate/ Teacher of general subjects.<br><br>Special subjects teaching certificate/ Teacher of special subjects in the following areas:<br>- Arts and Crafts;<br>- Commercial and Administrative Subjects;<br>- Music;<br>- Natural Science and Information Technology or Maths;<br>- Nutrition, Health and Environment;<br>- Physical Education. |

| School level | Entrance requirements | Location of training | Course structure | Qualifications / Titles |
|---|---|---|---|---|
| Upper secondary education (15/16 to 18/19 years of age) | as above | as above | See also subject teacher, above<br>Teachers in technical and vocational education and training are mainly employed in the upper secondary school. The main route to becoming a technical and vocational teacher is:<br>- commercial or craft certificate (vocational certificate);<br>- relevant work experience for at least 4 years;<br>- 2 years' theoretical training<br>- 1 year's practical and theoretical training<br>Colleges of education provide the practical and theoretical training. | Special subjects teaching certificate / Teacher of special subjects (see above)<br>Technical and vocational teaching certificate / Teacher of technical and vocational subjects. |

## 2. IN-SERVICE TRAINING OF TEACHERS

### Introduction

In Norway, a distinction must be made between **in-service training** which aims at the updating and renewal of professional and teaching knowledge and **further education** of teachers, which requires that basic education is completed and involves an extension of the basic education in breadth or depth.

**In-service training** is flexible in organization, content and methods in order to meet a variety of needs in schools. It does not lead to formal qualifications. In-service training may be provided in the form of short courses or organized as innovative projects in schools, and may in principle focus on any subject.

**Further education** (additional training) has clearly defined contents and scope related to professional qualifications and regulations concerning qualifications, and leads to formal examinations/degrees.

### 1. Legislation and aims

Government policy at the beginning of the 1990s has increasingly focused on continuing education. A basic document is the **White Paper on Higher Education** of 1990/91 (No 40) stating the importance of continuing education.

According to the **Teacher Training Act of 1973**, teacher education must include both initial and in-service training.

The Act covers in-service training in section 4 which provides that "In-service training shall comprise various forms of training intended to refresh and expand academic and educational knowledge and to keep teachers informed of and abreast of developments in school and society, but without effect on their formal qualifications".

"The state, the county, and the district councils shall cooperate to ensure that teachers, principals, and other staff with special responsibilities within the school system shall be given opportunities for in-service training. Leave of absence for in-service training may be granted on conditions to be determined by the Ministry".

Other education Acts state that the teaching staff have a duty to attend in-service training to ensure that their teaching is in accordance with the national guidelines.

There are three levels of educational qualifications for all categories of teachers called *lærer, adjunkt* and *lektor*. The titles are awarded on the basis of their years of further education. These titles and the corresponding further education are covered in the Act, in sections 6 to 8.

## 2. Authorities involved in provision

A **central body**, the National Teacher Training Centre (*Statens lærerkurs*) is responsible for ensuring that all teachers have the opportunity to participate in in-service training.

It is the responsibility of the public education authorities to ensure that there are in-service training opportunities for teachers in all parts of the country and to deal with areas of specific priority.

Further education is provided in the teacher training colleges, other regional colleges or at universities. (The schools are responsible for these types of courses.)

## 3. Right to in-service training

In-service training is both a duty and a right, and may be followed at any time. It does not necessarily depend on a specific length of service.

In principle, in-service training is organized outside school hours. Teachers normally follow continuing education on a part-time basis alongside their normal job or on the basis of unpaid leave. In a few cases, teachers are provided with grants for in-service training. It is not usual to replace teachers who are following in-service training, but supply teachers may occasionally be brought in.

## 4. Qualifying training and evaluation

### Qualifying training

Further education may lead to the formal award of credits or titles, or a higher salary and promotion. Training can also be used towards an academic degree.

There are three levels of educational qualification for all categories of teachers (pre-school teachers, general teachers, subject teachers, teachers of technical and vocational subjects) called *lærer*, *adjunkt* and *lektor*. The titles are awarded on the basis of 4, 5, and 6 to 7 years of study respectively. The proportion of teachers designated *adjunkt* has risen from 40% in 1980 to 56% in 1990. Status and salary relate to title and length of study.

### Evaluation

**Further education** and post-graduate studies are subject to national criteria as regards competence and examination requirements. The students are usually assessed by means of a 5 to 8 hour individual written examination, and sometimes an oral examination.

**In-service training** courses may issue certificates, but there are no formal examinations.

All institutions of education have official examination committees, including an external examiner. Examination results are official but the names of the students are not published.

## 5. In-service training establishments and trainers

**In-service training** has to be school-based and provided at **local level**.

Trainers or specialists called upon to give lectures or courses or to present their research are engaged by the individual teacher-training institutions on their initiative and from their budget.

**Further education** is provided in teacher training colleges, at other regional colleges and at universities.

## 6. Form and content

### Form

Teachers in primary and lower secondary school must attend one week of compulsory study and planning during the school year. This is the most regular in-service training at local level required of all teachers in compulsory education. It provides no formal title or salary increase.

Upper secondary school teachers are subject to five days' compulsory in-service training in the course of the school year.

Further education is provided in teacher training colleges, at other regional colleges or at universities as regular courses on a full-time basis. Further education courses may last between six months and two years.

### Content

Internationalization, the environment and information technology are the national priorities.

## 7. In-service training and teacher mobility

Foreign teachers may participate in in-service training in Norway. Every year Scandinavian teachers attend courses in a neighbouring country.

As an EFTA member, Norway has taken steps to be able to participate in some EC programmes on education. In a White Paper, the Ministry of Education, Research and Church Affairs stresses international cooperation in higher education and research, and recommends Norway's participation in international programmes.

## 8. Statistics

A recent study (1992) by the Ministry of Education, Research and Church Affairs indicates that, in primary and lower secondary education, teachers devote on average 8.1% of their working time to in-service training. The corresponding figure for a teacher in upper secondary education is 3.9%.

No study has been made concerning the percentage of applications actually accepted, but the figure is probably well above 80%. No differences has been observed between types of schools.

The same study based on the period 1989/1991 indicated that the annual budget for the in-service training and further education of teachers amounted to 769.6 million Norwegian Kroner, which represents around 2% of the total education budget (41 000 million Norwegian Kroner).

## 9. Reforms / Current debates and trends

The Norwegian education system is about to undergo major changes in compulsory education, upper secondary education, higher education, and in the organization of research.

The reform of the higher education system will affect the organization and the content of teacher education and in-service training. Teacher training colleges and other regional colleges were to be reorganized or merged from August 1994. The reform in upper secondary education - Reform 94 - will also influence in-service training.

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# ANNEX

## Legislative and other texts currently regulating in-service teacher training

**B(Fr)**
- Decree of 24 December 1990 on basic and special education
- Decree of 16 July 1993 on secondary education

**B(Fl)**
- Decree of 5 July 1989
- Decision of the Flemish Executive of 13 September 1989

**DK**
- Consolidation Act No 58 of 29 January 1987 on the Royal Danish School of Educational Studies
- Act No 410 of 6 June 1991 on the Training Centres for Danish *Folkeskole*
- Consolidation Act No 443 of 2 June 1992 on the *Gymnasia*

**D**
- Regulatory texts vary according to the *Länder*; see separate table

**GR***
- Laws 1566/85 (167 A) - 1824/88 (296 A - 2009/92 (18 A)
- Presidential ruling 250/1992 (138 A)
- Ministerial decisions 2047/71/2557/0022/1-7-92 (448 B) and 2042122/4994/0022/16-7-93 on the creation of regional centres
- Ministerial decisions C212468/4-5-92 (329 B) and C2/2571/10-5-93 on the specific nature of regional centres
- Law 2009/92 (18 A)
- Presidential ruling 235/93 (99/A)

**E**
- Organic law 1/1990 of 3 October
- Royal decree 294/1992 of 27 March
- Ruling of 26 November 1992

**F**
- Article L 970-1 of the labour code, published annually
- Decree No 85-607 of 14 June 1985, amended by Decrees Nos 90-436 of 28 May 1990 and 93-410 of 19 March 1993

**IRL**

No specific legislation

**I**
- Decree of the Presidency of the Republic No 419 of 31 May 1974 (Article 7)
- Ministerial circular of 18 May 1990 No 136

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* Other texts regulate in-service training, in particular that provided at the Marasleio Teacher Training College

**L**
- Law of 6 September 1983 on primary education
- Ministerial directive of 20.2.1992 relating to the organization of in-service training for teaching staff (teachers in secondary and technical secondary schools);
- Ministerial decree of 8 January 1992 on secondary education

**NL**
- Modifications to several education laws relating to in-service-training
- Law of 7 July 1993 - No 405
- Legal Status (Education) Decree (RPBO), Article 1 - C29A; Ministerial circular of 30 June 1993 and 19 July 1993

**AT**
- Schulorganisationsgesetz, Part V, "Pädagogische Institute" (= amendment of 30 June 1982)

**P**
- Law No 46 of 1986
- Decree-law No 3440 of 1989
- Decree-law No 139 of 1990
- Decree-law No 249 of 1992

**FI**

Not mentioned in legislation after 1991 - determined by collective agreements

**SE**
- Education Act (SFS 1985: 1100), Chapter 2, Article 7
- Curriculum for Compulsory School 1994-02-17 (SKOLFS 1994: 1)
- Curriculum for Non-compulsory School 1994-02-17 (SKOLFS 1994: 2)

**UK (England, Wales and Northern Ireland)**
- The Education Act 1962
- The Education (Grants and Awards) Act 1984
- Great Britain, Board of Education (1944) Teachers and Youth Leaders: and Report of the Committee of Inquiry to Consider the Supply, Recruitment and - Training of Teachers and Youth Leaders. (The McNair Report) London: HMSO
- Great Britain. Department of Education and Science (1972) Teacher Education and Training: Report of the Committee of Inquiry. (The James Report) London: HMSO
- Great Britain. Parliament. House of Commons (1974) Report of the Committee of Inquiry into the Pay of Non-University Teachers. (The Houghton Report) London: HMSO
- Education Reform (Northern Ireland) Order

**UK (Scotland)**
- Circular SE(40) of the Scottish Joint Negotiating Committee (1987)

**ISL**
- Law No 10/1973 on pre-school education
- Law No 29/1988 (Articles 1 to 17) on primary and lower secondary education
- Circular (No 23/1991 (Article 42) on higher secondary education

**NO**
- Norwegian law on teacher training of 8 June 1973

## Laws and regulations on additional and in-service teacher training

### Baden-Württemburg

Conception of supplementary public training of teachers in Baden-Württemburg.
Publication of 26 March 1980.

### Bavaria

Publication of the revision of the Bavarian law on teacher training of 29 September 1977, amended by the law of 23 July 1993.

### Berlin

Publication of the revision of the law on teacher training of 13 February 1985, amended by the law of 26 January 1993.

### Bremen

Law on the training of public school teachers in the *Land* of Bremen (law on teacher training) of 2 July 1974, amended by the law of 18 September 1990.

### Hamburg

School law of the Hanseatic City of Hamburg of 17 October 1977, amended by the law of 26 June 1989.

### Hessen

General rules of procedure for school directors, teachers and educators of 19 March 1981.

### Mecklenburg-Pomerania

Decree on the training of public school teachers in the *Land* of Mecklenburg-Pomerania (decree on teacher training or "LAVO") of 9 July 1981.

### Lower Saxony

Publication of the revision of the school law of Lower Saxony of 27 September 1993.

### North Rhine-Westphalia

Publication of the revision of the law on the training of public school teachers (law on teacher training or "LABG") of 23 June 1989.

### Rhineland-Palatinate

Law on schools in the *Land* of Rhineland-Palatinate (school law) of 6 November 1974, amended by the law of 17 March 1992.

**Saarland**

Law No 1084 entitled "Saarland law on teacher training" of 12 July 1978, amended by the law of 22 January 1992.

**Saxony-Anhalt**

Publication of the revision of the school law of the *Land* of Saxony-Anhalt of 30 June 1993.

**Schleswig-Holstein**

Publication of the revision of the decree on the careers of civil servants in the *Land* of Schleswig-Holstein ("*SH-LVO*") of 21 May 1981 (concerns all civil servants).

**Thuringia**

School law of Thuringia ("*Thürschulgesetz*") of 6 August 1993.

**EURYDICE**

## The Education Information Network in the European Union and the EFTA/EEA Countries

### Cooperation in education

The education systems in the European Union reveal considerable variations from one Member State to the other, and this variety, itself the result of historical and cultural factors, is a valuable resource of which we should take full advantage.

However, in order to ensure that this diversity does not become an obstacle to the free movement of people, it is clearly essential to provide reliable and easily accessible information on the education systems and policies in the Union. Information is indeed necessary to promote mutual understanding between educationists and to facilitate the development of effective Community cooperation in education. It was to meet this need that the EURYDICE network was set up in 1980, under the first action programme in the field of education[1].

In 1990, the network was recognised as the chief instrument for providing information on national and Community structures, systems and developments in the field of education[2] Its inclusion in the new Community education programme "SOCRATES" again recognises the importance of its role and the need to further strengthen its action.

Each Member State has, in accordance with its own distinctive education structures, designated at least one National Unit to contribute to the work of the network. The 20 units are for the most part located in the various education ministries. The European Commission set up the European Unit of EURYDICE in Brussels with the task of giving momentum to, and coordinating the activity of and exchanges within, the network, and contributing to the production of studies and comparative analyses on topics of general interest to the Member States of the Union.

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[1] OJ C 38, 19.2.1976, p. 1.

[2] OJ C 329, 31.12.1990, p. 23.

## THIS DOCUMENT IS A PUBLICATION OF THE EURYDICE NETWORK

### Editing of the document

Eurydice European Unit
Rue d'Arlon 15
B-1040 Brussels
**Coordination**: A. Barriuso-De Ceuster

### National Contributions

**BELGIQUE/BELGIE**
Unité Belge d'Eurydice (Communauté française)
Ministère de l'Education, de la Recherche et de la Formation
Secrétariat Général
Cité Administrative de l'Etat
Boulevard Pachéco 19, Bte 0, 7e étage
B-1010 Bruxelles
**Text author**: D. Barthélémy

Belgische Eurydice-Eenheid
(Vlaamse Gemeenschap)
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Centrum voor Informatie en Documentatie
Koningsstraat 71
B-1000 Brussel
**Text author**: joint responsibility

**DANMARK**
Eurydice's Informationskontor i Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
DK-1220 København K
**Text author**: joint responsibility

**BUNDESREPUBLIK DEUTSCHLAND**
Eurydice - Informationsstelle im
Sekretariat der Ständigen Konferenz der
Kultusminister der Länder
Nassestrasse 8
D-53113 Bonn
**Text author**: Dr C. Wellems

Eurydice - Informationsstelle beim
Bundesministerium für Bildung und Wissenschaft
Heinemannstrasse 2
D-53170 Bonn

**ELLAS**
Eurydice
Ministry for Education and Religious Affairs
Mitropoleos 15
GR-10185 Athens
**Text author**: joint responsibility

**ESPAÑA**
Unidad Nacional de Eurydice
Centro de Investigación y Documentación Educativa
c/ San Agustín 5
E-28014 Madrid
**Text author**: joint responsibility

**FRANCE**
Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Direction des Affaires Générales,
Internationales et de la Coopération
Sous-Direction des Affaires Multilatérales
Bureau de l'Information sur les Systèmes Educatifs
et la Reconnaissance des Diplômes
Rue de Grenelle 110
F-75357 Paris
**Text author**: joint responsibility

**IRELAND**
Eurydice Unit / E.C. Section
Department of Education
6th floor - Apollo House
Tara Street
Dublin 2
**Text author**: joint responsibility

**ITALIA**
L'Unità Nazionale di Eurydice
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Palazzo Gerini, Via Buonarroti 10
I-50122 Firenze
**Text author**: joint responsibility

**LUXEMBOURG**
Unité Nationale d'Eurydice
Centre de Psychologie et d'Orientation Scolaires
Route de Longwy 280
L-1940 Luxembourg
**Text author**: R. Harsch

**NEDERLAND**
Dienst van Eurydice
Bibliotheek en Documentatie
Ministerie van Onderwijs, Cultuur en
Wetenschappen
Postbus 25000
2700 LZ Zoetermeer
**Text author**: Drs N. van der Noordt

**ÖSTERREICH**
Bundesministerium für Unterricht
und kulturelle Angelegenheiten
Abt. I/6b
Minoritenplatz 5
A-1014 Wien
**Text author**: joint responsibility

**PORTUGAL**
Unidade de Eurydice
Ministério da Educação
Departamento de Programação e
Gestão Financeira (DEPGEF)
Av. 24 de Julho 134
P-1300 Lisboa
**Text author**: joint responsibility

**SUOMI / FINLANDE**
Eurydice Finland
National Board of Education
P.O. Box 380
SF-00531 Helsinki
**Text author**: joint responsibility

**SVERIGE**
Eurydice Unit
Ministry of Education and Science
Drottninggatan 16
S-10333 Stockholm
**Text author**: K. Henriksson, E. Wiberg

**UNITED KINGDOM**
Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
Slough, Berkshire SL1 2DQ
**Text author**: Dr J. Le Métais

Eurydice Unit Scotland
Scottish Office Education Department
International Relations Branch SOED
Room 801
Jeffrey Street 43
Edinburgh EH1 1DN
**Text author**: joint responsibility

**ISLAND**
Ministry of Culture and Education
Sövholsgata 4
IS-150 Reykjavik
**Text author**: S. Jonsdottir

**NORGE**
Royal Norwegian Ministry of Education, Research
and Church Affairs
Eurydice Unit
Akersgaten 42
P.O. Box 8119 Dep.
N-0032 Oslo
**Text author**: Tone Julie Kvikstab

EURYDICE EUROPEAN UNIT
Rue d'Arlon 15
B-1040 Brussels